



Safeguarding Children Policy

Safeguarding children at Little Crickets Forest School
is **EVERYONE'S RESPONSIBILITY**.

At Little Crickets Forest School, all adults, including any volunteers, aim to establish and maintain an environment where children are safe, feel safe, can learn, are encouraged to talk and are listened to.

Little Crickets Forest School is committed to safeguarding and promoting the welfare of all children. We believe that every child has the right to feel safe, secure, valued and listened to.

Safeguarding is **everyone's responsibility**. Every adult working in, visiting or supporting the setting has a duty to act in the best interests of children and to respond immediately to any concern about a child's welfare or safety.

This policy sets out how Little Crickets Forest School will:

- protect children from maltreatment
- prevent impairment of children's health and development
- ensure children grow up in circumstances consistent with the provision of safe and effective care
- take action to enable all children to have the best outcomes
- create a culture in which children feel heard, respected and safe
- ensure safeguarding procedures are understood and consistently followed by all adults in the setting

This policy should be read alongside all other relevant setting policies and procedures, including:

- Safer Recruitment Policy
- Staff Code of Conduct
- Behaviour Policy
- Missing Child Procedure
- Whistleblowing Policy
- Online Safety / Digital Safety Policy
- Health and Safety Policy
- Intimate Care Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- First Aid / Medicines / Accident Procedures
- Mobile Phone, Camera and Image Use Policy
- Complaints Policy

Legal and statutory framework

This policy has been written with regard to the following key guidance and legislation:

- Statutory framework for the Early Years Foundation Stage (EYFS) (from 1 September 2025)
- Working Together to Safeguard Children (updated February 2024)

- Keeping Children Safe in Education (KCSIE) 2025 (used as relevant good practice guidance)
- What to do if you're worried a child is being abused
- Information sharing advice for safeguarding practitioners
- Prevent Duty Guidance (updated 2023)
- Disqualification under the Childcare Act 2006
- Data Protection Act 2018 / UK GDPR
- Human Rights Act 1998
- Equality Act 2010
- Domestic Abuse Act 2021
- local safeguarding partnership procedures and threshold guidance

Where there is any conflict between this policy and statutory guidance, statutory guidance will take precedence.

This policy applies to:

- all children attending the setting
- all employees
- agency staff and bank staff
- volunteers and students
- proprietors / board members / trustees (as applicable)
- contractors and visiting professionals
- any adult using or working on the premises where children are present

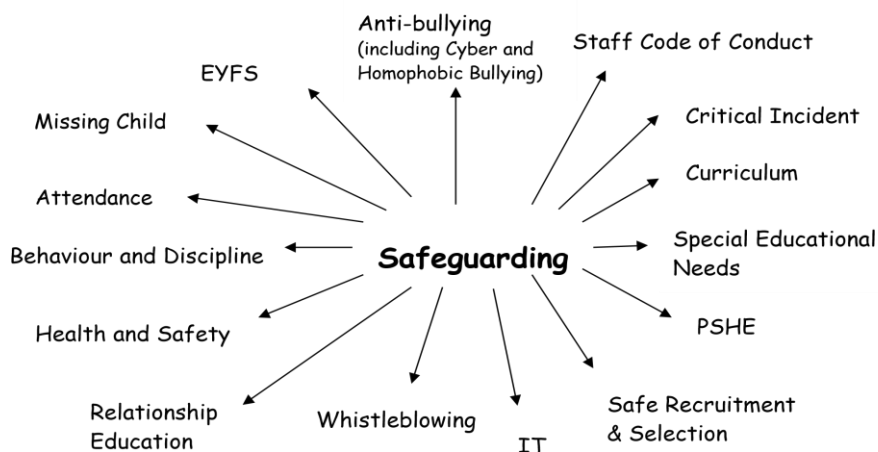
Safeguarding principles

At Little Crickets Forest School we recognise that:

- the welfare of the child is paramount
- children can be abused by adults and by other children
- abuse, neglect and exploitation can happen anywhere, including online
- some children may be especially vulnerable to abuse or neglect
- children may not always be able to tell us directly when something is wrong
- safeguarding concerns may present as behaviour, attendance, appearance, injury, anxiety, developmental concerns, family stress or changes in presentation
- all staff must maintain an attitude of "it could happen here"

We also recognise that some children may face additional barriers to being heard or protected, including children who:

- have SEND or communication needs
- are looked after or previously looked after
- are experiencing domestic abuse or family instability
- are affected by mental ill health, substance misuse, poverty or housing difficulties
- are vulnerable to exploitation, online harm or radicalisation
- are or may be at risk because of their age, dependency or limited verbal communication



1. THE ROLES AND RESPONSIBILITIES OF ALL STAFF MEMBERS

- 1.1 The Chairman/Proprietor of Little Crickets Forest School (John Forsyth) and the Forfar Education Board members ensure safeguarding and child protection. All governors receive appropriate safeguarding and child protection training, regularly updated.
- 1.2 In the event of a safeguarding concern, the senior leadership team (supported by the Board of Governance) ensure the child's wishes and feelings are taken into account when determining what action to take. We endeavour to give confidence to children to share concerns, knowing their concerns will be treated seriously, and knowing they can safely express their views TO EVERY STAFF MEMBER IN FOREST SCHOOL. If staff have any concerns about a child's welfare they must act immediately. (See Flow Chart in Appendix 6 as defined in KCSIE 2025). **NEVER DO NOTHING.** Some children may not be ready to make a report or may not know how to tell someone if they are being abused, exploited or neglected. Staff should have 'professional curiosity' and speak to the DSL about ANY concern.
- 1.3 The safeguarding and welfare of children is **EVERYONE'S RESPONSIBILITY**. This includes the proprietors (Forfar Education), the senior leadership team, every member of staff (teaching and nonteaching).
- 1.4 Responsibility for child protection matters is taken by the Forest School Manager, Emma Sculfor, who is the Designated Safeguarding Lead (DSL), and by Elena Barello who is Deputy DSL. The DSL and the Deputy DSL receive training (updated every two years) in children protection and inter-agency working for the designated person(s). The DSL is the designated practitioner with lead responsibility for safeguarding children within the EYFS and for liaising with local statutory children's agencies as appropriate. The Deputy DSL will carry out this role in the absence of the DSL. All elements of safeguarding are overseen and checked by the Group Lead for Early Years for Safeguarding, Lisa McDonald.
- Appendix 5 of this policy sets out a more detailed description of the role of the DSL (and Deputy DSL) and Group Lead for Early Years for Safeguarding, Lisa McDonald.
- 1.5 All staff receive training safeguarding and child protection annually in September from Bournemouth, Poole & Christchurch Council's Safeguarding Lead Officer and staff read Part One of KCSIE 2025 & Annex A annually. Throughout the year, staff are updated with changes in legislation and good practice

including Prevent, online safety and any relevant weekly ASPAR/NSPCC updates by the DSL and the Forest School Manager.

- 1.6 The Board of Governance have regard to the Teachers' Standards which set out the expectation that all teachers/practitioners manage behaviour effectively to ensure a good and safe educational environment and require teachers/practitioners to have a clear understanding of the needs of all children.
- 1.7 All new staff at Littles Crickets Forest School receive initial induction training from the DSL. They will receive this Safeguarding Policy which will be explained to them, together with an explanation of the whistleblowing procedures and the Prevent Duty. All new staff are required to read Part One of the document 'Keeping Children Safe in Education' & Annex A and the Staff Code of Conduct. This initial face-to-face training also refers to our policies regarding Bullying, Behaviour and Discipline, Missing Child, Taking and Storing Images of Children, Health and Safety, Critical Incident and IT. All new staff complete an online safeguarding courser as a part of their induction process.
- 1.8 The DSL, Deputy DSL, the Forest School Manager and Group Lead for Early Years for Safeguarding, Lisa McDonald, maintain contact with BCP Council Safeguarding and all contribute to inter-agency working in line with the statutory guidance in 'Working Together to Safeguard Children 2018 (updated February 2024) Contact details appear in Appendix 1 of this policy for the following agencies:
- Social Care
 - Schools Services
 - Police
 - Prevent Team
- 1.9 If the proprietors or Forest School representatives hire, rent out, or allows the use of facilities/premises to organisations or individuals they will ensure that appropriate arrangements are in place to keep children safe. The Board of Governance should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the forest School on these matters where appropriate. The Board of Governance should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. All those involved in the regular use of the Forest School premises will be included in the whole staff start of year safeguarding training.
- 1.10 Any visitors to the site sign into the visitor's book, at yurt, and are given a Visitors' Badge which they return when they sign out and leave.
- 1.11 There may be times when adults, in the course of their duty, are entitled to use reasonable force to control or restrain children. More detail is provided in the Behaviour policy. The Forest School Manager requires the adult involved in any such incident to report this to her immediately, and to record it in the Behaviour Log.
- 1.12 Images taken by staff should only be taken on equipment owned by the Forest School, and not on personal mobile phones or cameras. Personal mobile phones/ Smart watches and personal cameras of staff working with children, as well as any visitors, are never used in the Forest School and are kept in a designated cupboard/box.

2. THE PROCEDURES TO BE FOLLOWED IN THE EVENT OF ANY EMERGING CHILD PROTECTION ISSUE

2.1 How to respond to a conversation initiated by a child which has resulted in a disclosure (not including allegations against members of staff or volunteers or child on child sexual violence/harassment)

When responding to a child during that conversation, the member of staff should:

- - listen carefully to what the child has said.
 - repeat what the child has said (to the child) in the child's own words.
 - NOT ask leading questions.
 - only prompt with open questions:
 - Where?
 - When?
 - What?
 - (NEVER why)
 - never lead, always use TED:
 - Tell me
 - Explain
 - Describe
- Reassure the child (victim) that they are being taken seriously, no matter how small the concern and that they will be supported and kept safe.
- Assure the child (victim) that they are not creating a problem by reporting abuse, sexual violence or sexual harassment. The child (victim) should never be made to feel ashamed for making a report. Reassure the child that s/he has done the right thing in telling you and explain the law exists to protect children.
- Have another member of staff present, if possible.
- Give full attention to the child and listen to what they are saying and if appropriate, make notes whilst remaining engaged with the child and not being distracted by the note taking (see Appendix 4 to this policy for guidance on making the written record).
- Record the facts as the child presents them with no personal opinion of the note taker (notes could become part of a statutory assessment by children's social care and/or part of a criminal investigation).
- Allow the child to share information at her/his own pace, without interruption.
- Do not ask the child to repeat the disclosure to anyone else at Forest School
- Be aware of searching screening and confiscation advice and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children. Staff must not view or forward illegal images of a child. If more appropriate, confiscate any devices to preserve any evidence to hand to the police for inspection.
- Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Even if the victim does not agree to the sharing of information, it is still lawful to do so.
- Only share the report with those people who are necessary in order to progress it. The anonymity of children involved in sexual violence or harassment should be protected. A risk and needs assessment following a report to make the location safe. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Do not find a 'witness'
- Recognise that a child is likely to disclose to someone they trust: this could be anyone in the Forest School (the person to whom the child discloses must recognise that the child has placed them in a position of trust, and they should be supportive and respectful).

- Recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than the first incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.
- Keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation or if the alleged perpetrator is confident and of well-known social standing.
- Inform the DSL (or Deputy DSL), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report. Where such contact is not possible, then speak to the Forest School Manager, who will deal with the matter.
- Do not discuss with parents/carers. The DSL will agree with the Social Care team when parents/carers will/should be contacted and by whom and will meet both the victim and perpetrator's parents unless doing so will put a child at risk.
- The decision whether or not to discipline the perpetrator will depend upon whether doing so will jeopardise external investigations and upon advice from the police and social care.

2.2 It is important for staff to remember that what appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. It is important, therefore, that the Forest School and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

3. How to respond to any other situation where a member of staff develops a concern or suspicion that a child may be suffering, or at risk of suffering, significant harm (not involving an allegation or suspicion of abuse against members of staff, volunteers or the Forest School Manager).

3.1 Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm must be acted on. Any suspicion or concern should be discussed without delay with the DSL or the Deputy DSL. **NEVER DO NOTHING.**

3.2 Staff members working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

3.3 As soon as possible after the concern has been reported to the DSL/Deputy DSL, a careful record should be made (by the person who first became concerned) of what was seen/heard that led to the concerns. Appendix 2 of this policy contains guidance on making the written record. Where physical injuries have been observed, these should be carefully noted but should not be photographed. Staff should not ask to see injuries that are said to be on an intimate part of the child's body.

3.4 An allegation of child abuse or neglect may lead to a criminal investigation. It is important therefore that the Forest School and its staff do not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

4. How to respond in the case of a possible 'child in need' or 'child at risk'.

4.1 If staff members have any concerns about a child in need (as opposed to a child being in immediate danger or at risk - see below) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care (see sections 7.2 and 10 of this policy for more information about direct referrals). Other options could include referral to specialist services or early help services and should be

made in accordance with Continuum of Need and Thresholds Tool (Pan-Dorset Safeguarding). If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

- 4.2 If a child is in immediate danger or is at risk of harm (behaviour that causes impairment of physical, intellectual, emotional, social or behavioural development) a referral should be made to children's social care and/or the police (if a crime has, or may have been committed, immediately). Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- 4.3 Where there is a safeguarding concern, the child's wishes and feelings must be taken into account when determining what action to take and what services to provide. Children must be given the opportunity to express their views and to give feedback. Any systems and processes should operate with the best interests of the child at their heart.
- 4.4 Contacting Social Care and/or the Police should be done without any discussion with parents/carers. Staff should agree with Social Care / The Police when parents/carers should be contacted and by whom. Referrals to Social Care are made to the Social Care office relating to the area where the child lives (see contact details in Appendix 1 of this policy).
- 4.5 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL. Records of conversations with Social Care should include a note of what actions will be taken and by whom, giving the date and time of the referral. See Appendix 2 for more information regarding record keeping. The DSL will inform as soon as possible the Group Lead for Early Years for Safeguarding, (Lisa McDonald) that a referral has been made (or in their absence another member of the Board of Governance).
- 4.6 In deciding what action to take, the DSL and staff will take into account local inter-agency safeguarding procedures. Advice and guidance can be readily sought from the following local agencies:
 - MASH (BCP Multi Agency Safeguarding Hub)
 - BCP MASH Emergency Duty Team
- 4.7 A child's wishes and feelings should be taken into account when determining what action to take and what services to provide to protect individual children.

5. How to respond to concerns or allegations of abuse made against practitioners and other staff that meets the threshold of care

- 5.1 This relates to all concerns and allegations, regardless of whether the Forest School is where the alleged abuse took place and includes an allegation.
- May have harmed a child
 - Has possibly committed a criminal offence against or related to a child
 - Has behaved in a way that indicates he or she would pose a risk to children
 - That a teacher or member of staff (including volunteers and supply cover teacher) has behaved in a way that had harmed a child
- 5.2 All such concerns and allegations should be communicated immediately to the Forest School Manager even if considered low level concerns. The Forest School Manager and Group Lead for Early Years for Safeguarding (Lisa McDonald will immediately discuss with the Designated Officer (LADO) at the local authority the appropriate course of action, including whether involvement of the Police is appropriate. There may be situations when the Forest School Manager and Group Lead for Early Years for Safeguarding will want to involve the Police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Contact details for the designated officer appear in Appendix 1 to this policy.
- 5.3 If the Forest School Manager is the subject of the concern or allegation, it should be communicated immediately to the Group Lead for Early Years for Safeguarding without informing the Forest School Manager. The Group Lead for Early Years for Safeguarding is the nominated person on the Board of Governance to liaise with the designated officer(s) from the Local Authority and/or partner agencies on issues of child protection. In the event of concerns or allegations of abuse against the Group Lead for Early Years for Safeguarding or any member of the Board of Governance, including the Chairman of the Board, these should be reported to the Forest School Manager.
- 5.4 The Forest School Manager and Group Lead for Early Years for Safeguarding will inform the accused person about the allegation as soon as possible (after consulting the LADO) and give an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The Forest School must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.
- 5.5 If there is cause to suspect a child is suffering or likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance in 'Working Together to Safeguard Children February 2024'. Parents of a child or children involved should be told about the allegation as soon as possible (if there is a strategy discussion or involvement of social care or the police, the Forest School Manager and Group Lead for Early Years for Safeguarding should not tell parents until those agencies have been consulted).
- 5.6 Staff must remember that what appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. The Forest School and its staff must not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
- 5.7 There are restrictions on the reporting or publishing of allegations against Forest School practitioners and so Forest School must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the Secretary of State publishes information about an investigation or decision. The

Forest School Manager (DSL) should take advice from the Safeguarding Governor and the Forfar board. Staff on a who needs to know who should be informed, what information can be shared, and how to handle leaks, gossip, press etc.

- 5.8 If the Forest School has concerns about an existing staff member's suitability to work with children, the Forest School will carry out all relevant checks as if the person were a new member of staff.
- 5.9 If the accused person resigns, or ceases to provide their services, this should not prevent a concern or allegation being followed up. The Board of Governance in discussions with the Forest School safeguarding team must consider whether to refer the case to LADO.
- 5.10 The Forest School has a legal duty to make a referral to the DBS where it thinks that an individual has engaged in conduct that harmed (or is likely to harm) a child, or if a person otherwise poses a risk of harm to a child (see para 153 of KCSIE 2025 for more information). A referral to the DBS is for consideration of whether inclusion on the barred lists is required. If the individual referred to the DBS is a member of Forest School staff, the Forest School must also consider whether it has a duty to make a referral to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.
- The Forest School also has a legal duty to make a referral to the DBS in circumstances where an individual: -
- has applied for a position at the Forest School despite being barred from working with children; or
 - has been removed by the Forest School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child.
- If the individual referred to the DBS is a teacher, the Forest School must also consider whether it has a duty to make a referral to the TRA.
- 5.11 In the case of any allegations of harm or abuse by any person working or looking after children (whether the allegations relate to harm or abuse committed on Forest School premises or elsewhere), OFSTED must be informed as soon as practicable (but at the latest within 14 days) of the allegations and the action taken. It is an offence not to do this (in the absence of any reasonable excuse).
- 5.12 Little Crickets Day Forest School will comply with all EYFS regulations regarding the disqualification of a registered provider (or one of its employees) as set out in the OFSTED Regulations. This includes making the required notifications to OFSTED. Where we become aware of relevant information which may lead to such disqualification, appropriate action will be taken to ensure the safety of the children.
- 5.13 Detailed information regarding record keeping, references and learning lessons is set out in KCSIE 2025 (paras 414 to 417). Where no further action is to be taken in regard to the individual facing the allegation or concern, this decision and a justification for it should be recorded by the Forest School Manager and Group Lead for Early Years for Safeguarding and agreement reached between the Forest School Manager and Group Lead for Early Years for Safeguarding and the LADO as to what information should be put in writing to the individual concerned and by whom.
- 5.14 If an allegation is determined deliberately invented or malicious, the Forest School Manager and Group Lead for Early Years for Safeguarding should consider whether any disciplinary action is appropriate against the child who made it, or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a child.
- 5.15 At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the Forest School Manager and Group Lead for Early Years for

Safeguarding to determine whether there are any improvements to be made to the Forest School's procedures or practice to help prevent similar events in the future.

6. How to respond to concerns or allegations of abuse made against teachers and other staff that are considered 'low level'

6.1 This relates to a concern or an allegation about a teacher or member of staff (including volunteers and supply cover teachers) that is considered 'low level' and that has not met the threshold of concern.

6.2 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at section (iv). A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the Forest School may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- where any allegation relates to a member of supply staff provided by an agency, the DSL will fully involve the agency.

6.3 To encourage sharing of concerns with the DSL, Little Crickets Forest School will:

- ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others as explained in the Staff Code of Conduct;
- empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy);
- address unprofessional behaviour, supporting the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- help identify any weakness in the Forest School safeguarding system.

6.4 Low-level concerns about a member of staff should be reported to the DSL (or Deputy). Where a low-level concern is raised about the Forest School Manager, it should be shared with the Group Lead for Early Years for Safeguarding.

6.5 Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a Forest School, that concern should be shared with the DSL (or Deputy), and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

7. How to respond to a conversation initiated by a child which has resulted in a disclosure about child on child sexual violence and sexual harassment

7.1 This relates to a concern or an allegation that another child has been sexually violent or sexually harassed towards another child as defined below (See Sexual Violence and Sexual Harassment Between Children in Schools and Colleges September 2021)

Sexual Violence

- Rape
- Assault by penetration

- Sexual Assault

Sexual Harassment

- To violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

7.2 Sexual Violence and Sexual Harassment are not acceptable and will not be tolerated. It will not be passed off as 'banter, part of growing up or having a laugh'. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

7.3 It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

7.4 All such concerns and allegations should be communicated immediately to the Forest School Manager /DSL.

If it is a case of alleged Sexual Violence the DSL/ Forest School Manager and Group Lead for Early Years for Safeguarding who will make an immediate risk and need assessment, but for sexual harassment the need for a risk assessment will be considered on a case-by-case basis. The risk and need assessment will consider:

- The victim, their protection and support
- The alleged perpetrator
- Other children at the Forest School.

The DSL will contact the children's social care and specialist services as required.

7.5 The DSL and Group Lead for Early Years for Safeguarding will decide how best to support the victim and alleged perpetrator with advice from other specialist services where appropriate. This might be through in Forest School support for bullying or early help (Working Together to Safeguard Children chapter 1.) from local agencies.

7.6 Where a child is at risk of harm or is in immediate danger a referral to children's social care will be made by the DSL. At this stage parents or carers will be informed, unless this would put the child at additional risk.

7.7 In the disclosure of Sexual Violence the DSL will contact the Police and social care.

7.8 The Forest School Manager will liaise with the Police and social care to agree what information will be disclosed to staff and others including the alleged perpetrator and their parents/carers. The Forest School Manager will also discuss how to best protect the victim's identity.

7.9 A Risk Assessment and any other documentation will be kept under review by the DSL and Group Lead for Early Years for Safeguarding.

7.10 Any signs of trauma or distress as a result of a child experiencing sexual harassment or violence will be addressed and the child will be closely monitored.

8. TEACHING CHILDREN TO STAY SAFE (IN FOREST SCHOOL AND ELSEWHERE)

From their earliest days in Forest School, children are taught about how to keep themselves and others safe, in Forest School and out of Forest School, now and in the future, both offline and online. This will meet the needs of all children of all ages including children with specific needs and vulnerabilities including those who are victims of abuse and all with special educational needs or disabilities. Children are taught to:

8.1 BE HEARD

Children are made aware:

- that they can/should speak to any member of staff about safeguarding
- of behaviour towards them that is unacceptable
- they have a right to be listened to and respected

8.2 STAY SAFE

Children learn how to stay safe and what to do if they feel at risk through - curriculum content

- Relationship Education
 - appropriate boundaries in friendship with peers and others
 - privacy for both children and adults
 - secrets not to be kept in relation to staying safe
 - appropriate and inappropriate/unsafe physical and other contact
 - response to adults on and offline who are not known
 - reporting unsafe/bad feelings about adults
 - asking for advice/help for self and others
 - reporting concerns/abuse using the correct vocabulary and with confidence
 - seeking advice
- the PSHE/SMSC Programme
- YOU CHOOSE behaviour practice
- Behaviour and Anti-Bullying policies in practice
- Reflection
- Oracy
- Debating

8.3 STAY SAFE ONLINE

Children are protected online by the appropriate firewalls and robust e-safety procedures including filtering and monitoring.

In teaching online safety the emphasis is on the 4 C's

(KCSIE 2025 2023 Para 124)

content – exposure to illegal, inappropriate or harmful content contact – being object to harmful interaction with other users conduct – online behaviour that causes harm commerce – risks from online gambling, advertising or scams

Children are taught to take responsibility for the own safety. They will be made aware that there are people who use the internet to deceive, bully, abuse, groom, harm and radicalise. Any victim of online abuse will never be made to feel ashamed or that they are creating a problem by reporting any wrong doing.

Online safety will be reflected, prioritised and monitored in all aspects of the provision and this will be shared fully with governors and parents. The filtering provider will be checked by SWGL monitoring.

9. SAFE RECRUITMENT OF STAFF, VOLUNTEERS AND VISITING SPEAKERS

The Forest School has a duty to prevent people who pose a risk from working with children by adhering to statutory responsibilities to check staff who work with children, taking appropriate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

Little Crickets Day Forest School operates safe recruitment procedures which comply with the Ofsted Standards Regulations. At least one person on the interview panel has completed the Safer Recruitment training.

Regarding visiting professionals (e.g. a health visitor), where it is reasonable to assume that he/she has been the subject of appropriate checks by his/her employing organisation, we do not need to see these checks. We do, however, check identity when such a visitor arrives.

Off-site, where staff employed by another organisation work with our Children, we obtain assurances that appropriate checks and procedures apply to such staff. These assurances are obtained by Little Crickets Day Forest School member of staff in charge of the visit and are recorded on the paperwork that is submitted to the Health and Safety Officer prior to such trip.

Any person giving talks to Children (on site or off site) is vetted beforehand for suitability and appropriately supervised. The Forest School keeps a record of such vetting (for more details see the Forest School's Recruitment Selection and Disclosure Policy and Procedure).

In relation to EYFS, the Forest School will comply with all regulations regarding the disqualification of a registered provider (or one of its employees) as set out in the Ofsted Standards Regulations. This includes making the required notifications to OFSTED. Where we become aware of relevant information which may lead to such disqualification, appropriate action will be taken to ensure the safety of the children.

10. DIRECT REFERRAL TO SOCIAL CARE OR OTHER EXTERNAL AGENCIES

Although staff are, wherever possible, expected to take their concerns or suspicions of abuse to the DSL (or, in her absence, the Deputy DSL) or to the Group Lead for Early Years for Safeguarding, the government guidance 'Keeping Children Safe in Education' makes it clear that anyone may make a referral direct to external agencies, including Children's Social Care.

If no referral is made by the DSL and the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, anyone may make a referral direct to Children's Social Care.

NON-MOBILE BABIES

Accidents do happen that may result in bruising in all children but any bruise or injury in a non-mobile baby must be referred to the BCP Safeguarding Team in accordance with Ofsted requirements,

CONTEXTUAL SAFEGUARDING

The context within which safeguarding incidents or behaviours have occurred will be considered by the DSL. Social Care assessments should consider where children are being harmed out of Forest School e.g. home or elsewhere. The DSL will provide as much information as possible as part of the referral process to enable a contextual approach to address harm.

LOOKED AFTER CHILDREN

When children are in the care of the Local Authority, information regarding the child's status, contact arrangements with parents, care arrangements and any delegated authority to carers.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Recognising abuse and neglect in SEN children must include

- no assumptions that indicators of abuse are conditions of SEN
- consideration of communication barriers
- possible disproportional impact of abuse such as bullying that is not reflected in outward signs of distress

CONCERN OVER THE FOREST SCHOOL'S SAFEGUARDING PRACTICES

Anyone is able to raise concerns about poor or unsafe practice and potential failures in the Forest School's safeguarding regime. Any such concern should be expressed without delay to a member of the Senior Staff team who will then share the concern with the other members of the Senior Staff team, including the DSL.

The Forest School's Whistleblowing policy, included in the Employment Manual, makes it clear that staff may 'blow the whistle' if they feel that the Forest School is not following correct procedures.

MONITORING AND REVIEW

This policy, together with the procedures outlined herein, are reviewed annually by the Forest School Manager and the Board of Governance. The Group Lead for Early Years for Safeguarding is the designated governor for safeguarding. This includes a review of the efficiency with which the related duties have been discharged. The Board of Governance will also ensure that the Forest School contributes to interagency working in line with '1.8 to Safeguard Children 2020' (Update February 2024) through effective implementation of the child protection policy and procedures and good cooperation with local agencies.

If the Forest School becomes aware of any deficiencies or weaknesses in child protection arrangements, these will be remedied without delay.

Signed: E.Sculfor Designated Safeguarding Lead)

Date: November 2025

There are nine Appendices to this policy on the following pages.

APPENDIX 1

CONTACT DETAILS

Safeguarding contacts

Designated Safeguarding Lead (DSL):

Name: Emma Sculfor

Role: Forest School Manager / DSL

Email: e.sculfor@littlecricketsforestschool.co.uk

Telephone: 07393 518812

Deputy DSL:

Name: Elena Barrero Castillo

Email: office@littlecricketsforestschool.co.uk

Telephone: 07393 518812

Safeguarding oversight / provider contact:

Name: Lisa McDonald

Role: Group Lead for Early Years Safeguarding

Email: lm@forfareducation.co.uk

Telephone: 07385 669528

Proprietor / Registered Provider contact:

Name: John Forsyth

Email: jf@forfareducation.co.uk

Telephone: 07780 816294

Local Authority Designated Officer (LADO):

BCP Council - 01202 817600

Email: lado@bcpcouncil.gov.uk

BCP Children's Social Care / MASH:

Telephone: 01202 123334

Email: childrensfirstresponse@bcpcouncil.gov.uk

Emergency Duty Team (Out of Hours):

Telephone: 01202 738256

Police: 999 (emergency) / 101 (non-emergency)

OTHER CONTACT DETAILS

3.1 Pan Dorset Safeguarding Partnership

3.2 <https://pdscp.co.uk/working-with-children/applying-thresholds-and-reporting-concerns/>

3.3 For children in the EYFS, advice and support for Designated Safeguarding Leads/Senior Managers can be sought from a member of the Early response team as referenced above.

4. THE LOCAL AUTHORITY DESIGNATED OFFICER

4.1 This is currently Allyson Donovan, Hayley Cowmeadow and Tina Cooperin BCP 01202 817600 (lado@bcpcouncil.gov.uk) (the Local Authority Designated Officer is the person to whom allegations against adults who work with children in education establishments must be reported.)

If a member of staff discovers that Female Genital Mutilation appears to have been carried out on a girl under 18, this member of staff is under a statutory duty to report to the Police. Staff are expected also to inform the Designated Safeguarding Lead immediately.

If a member of staff discovers that person is being forced into a marriage, this member of staff must contact the Designated Safeguarding Lead immediately. The DSL will then contact the Forced Marriage Unit for advice (020 7008 0151 or email fmufco.gov.uk).

Referrals to the Channel Programme in Dorset are made to the Safeguarding Referral Unit at sru@dorset.pnn.police.uk. As a safeguarding matter referral will also be made to Social Care. Support and advice may also be obtained from the DfE helpline and mailbox (020 7340 7264 and counter-extremism@education.gsi.gov.uk)

APPENDIX 2

TYPES OF ABUSE AND NEGLECT

ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

1. 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.
2. 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
3. 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 (sharing images consensually is illegal, non consensually it is illegal and abusive) watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place

online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE 2025 paragraph 9).

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible indicators of abuse and neglect are:

- i) Significant changes in a child's behaviour
- ii) Deterioration in general wellbeing
- iii) Unexplained bruising, marks or signs of possible abuse
- iv) Signs of neglect
- v) Comments made by a child giving cause for concern
- vi) Running away or going missing

APPENDIX 3

SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

1. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or video can be signs that children are at risk.
2. Children may need to attend family courts due to separation or to give evidence in a criminal court, either for crimes committed against them or for crimes they have witnessed. Measures are available to help with these processes.

CHILDREN MISSING/ ABSENT FROM EDUCATION

A child going missing/ absent from education is a potential indicator of abuse or neglect. Staff should follow the Forest School's procedures for unknown absence. Particular attention should be given to repeat absences. The focus should be on helping identify the risk of abuse or neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones or Female Genital Mutilation.

Children with family members in prison can become isolated and suffer from poor mental health. The National Information Centre on Children of Offenders provide advice and support for those who need it.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or

facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Child Criminal Exploitation (CCE) victims may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

Child sexual exploitation (CSE) CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

DOMESTIC ABUSE

Domestic abuse is defined as 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 psychological, physical, sexual, financial and/or emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. See Operation Encompass, Page 3, 1.9. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own relationships (e.g. teenage relationship abuse).

MENTAL ILL HEALTH

Mental health problems can, in some cases, be an indication that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Indicators of mental ill health include:

- persistent sadness
- withdrawing from or avoiding social interaction
- hurting or talking about hurting oneself
- talking about death or suicide

- outbursts or extreme irritability
- out-of-control behaviour that can be harmful

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children 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. Any concerns are noted and interventions put in place to support the children or staff member. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. In the event of a child presenting with signs of abuse, neglect and or exploitation whilst displaying signs of mental ill health the DSL will refer to the Pastoral lead for support and guidance.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour. The DSL should contact the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

HONOUR-BASED VIOLENCE

So-called 'Honour-based' violence (HBV), including Female Genital Mutilation (FGM), Forced Marriages and practices such as Breast ironing, is illegal in the UK and is a form of child abuse with long lasting harmful consequences. KCSIE 2025 gives information regarding potential indicators that a child may be at risk of HBV or may have already suffered HBV. Police must be notified (all staff members) if FGM has been carried out in a girl under 18. Failure to report will result in disciplinary action.

RADICALISATION

Protecting children from the risk of radicalisation is part of our Forest 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. Extremism is 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences which an extremist or terrorist group may provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. The Prevent Duty (statutory duty to prevent anyone being drawn in to terrorism and Channel (programme to provide support to those drawn into terrorism) provide specific understanding of the risks of being radicalised and the changed behaviours that indicate this may be happening.

CHILD ON CHILD ABUSE

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include bullying, including cyberbullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Any form of child on child abuse is taken seriously. Little Crickets Day Forest School has a zero-tolerance approach to abuse. It may be that it is happening but it is not reported. All staff must challenge any inappropriate behaviour between peers that is abusive and not dismiss it as 'banter' or 'part of growing up'. Perpetrators and victims of child on child abuse are treated as 'at risk' and will be referred to the DSL's and external local agencies where appropriate. Children who are victims of child on child sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. All victims are reassured that they will be taken seriously, are offered appropriate support and

will be kept safe. Similarly, the perpetrators of abuse will be supported to ensure their behaviours and any root causes are addressed.

SERIOUS VIOLENT CRIME

Children can be at risk from, or involved with Serious Violent Crime. This will, in all likelihood, adversely affect their educational attainment. If staff are aware of any concerns that a child may be involved with Serious Youth Violence or Gang involvement they should contact the DSL who will seek guidance to support the child.

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MODERN SLAVERY

Children can be at risk from modern slavery. This encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If staff are aware of any concerns that a child may be involved they should contact the DSL who will seek guidance to support the child.

CYBERCRIME

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a Forest School's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above;

If staff are concerned about a child in this area, inform the DSL (or a Deputy), who will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

UPSKIRTING

Children can be at risk from 'Upskirting' or be a perpetrator. All victims are reassured that they will be taken seriously and are offered appropriate support. The Police will be advised of this occurrence and will deal with the matter accordingly.

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [TEACHING ABOUT RELATIONSHIPS, SEX AND HEALTH](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

The following resources may also help schools, Nurseries and colleges understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools;
- UK Council for Internet Safety (UKCIS)1 guidance: Education for a connected world;
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people;
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;

- National Crime Agency's CEOP education programme: Thinkuknow;
- Public Health England: Rise Above 20. For more details about specific safeguarding issues referred to in KCSIE 2025 2025 are as follows:

ANNEX B

- Abuse
 - <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-beinghttps://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2abused--2>
 - <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>
 - <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-tofaith-or-belief>
 - <https://www.disrespectnobody.co.uk/relationship-abuse/what-ishttps://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/relationshipabuse/>
 - <https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy>
 - <https://stopabusetogether.campaign.gov.uk/>
- Bullying including cyberbullying
 - <https://www.gov.uk/government/publications/preventing-andhttps://www.gov.uk/government/publications/preventing-and-tackling-bullyingtackling-bullying>
- Child missing from home or care
 - <https://www.gov.uk/government/publications/children-missinghttps://www.gov.uk/government/publications/children-missing-educationeducation>
 - <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-orcare>
 - <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- Children with family members in prison and/or the court system
 - <https://www.nicco.org.uk/>
 - <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>
 - <https://mojdigital.blog.gov.uk/2017/01/30/family-separation-whats-gov-got-to-do-with-it/>
- Child Exploitation
 - <https://www.gov.uk/government/publications/safeguarding-children-who-mayhttps://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidancehave-beentrafficked-practice-guidance>
 - <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>
 - <https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>
- Drugs
 - <https://www.gov.uk/government/publications/drug-strategy-2017>
 - <https://www.talktofrank.com/>
 - <https://www.pshe-association.org.uk/curriculum-andresources/resources/drug-and-alcohol-education-%E2%80%94-teacher-guidance>
- Honour Based Abuse
 - <https://www.gov.uk/government/collections/female-genital-mutilation>
 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female->

[genitalmutilation fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk)

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

- Health and Wellbeing

[https://www.gov.uk/topic/schools-colleges-childrens-](https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding)

[services/safeguarding](https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-childrenchildren)<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-childrenchildren>

[https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-](https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind)
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[https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
[3](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- Homelessness

<https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

- Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- Radicalisation

[worj-duty-guidance](https://www.gov.uk/government/publications/protecting-children-from-worj-duty-guidance)

[radicalisation-the-](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty)

[preventduty](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty)

<https://educateagainsthate.com/>

[https://www.gov.uk/government/publications/protecting-children-from-](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty)

- Violence

<https://www.gov.uk/government/publications/serious-violence-strategy>

<https://youthendowmentfund.org.uk/evidence/>

[https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence)
[youthviolence](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence)

[https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-](https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020)
[2016-to-2020](https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020)

[https://www.gov.uk/government/publications/violence-against-women-and-girls-national-](https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statementof-expectations)
[statementof-expectations](https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statementof-expectations)

[https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges)
[betweenchildren-in-schools-and-colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges)

APPENDIX 4

RECORD KEEPING AND INFORMATION SHARING

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

1. RECORD TO BE MADE BY AN ADULT RECEIVING A DISCLOSURE OF ABUSE (Use Staff Referral Form)

1.1. This record should be made as soon as possible after the disclosure has been reported to the DSL. The facts, not opinions, should be accurately recorded in a non-judgmental way and should include:

- The child's name, gender and date of birth
- Date and time of the conversation
- What was the context and who was present during the disclosure?
- What did the child say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions –verbatim
- Any observations concerning child's demeanour and any injuries
- The name of the person to whom the disclosure was reported. Printed name of the receiver of the disclosure and position in Forest School
- Date and signature of the receiver of the disclosure

1.2. This record should be passed to the DSL as soon as possible and retained in the original form (as it could be used as evidence in criminal proceedings).

2. RECORD TO BE MADE OF LOW LEVEL CONCERNS

2.1. A low level concern is any concern, no matter how small, that causes a sense of unease or doubt including behaviour inconsistent with the staff code of conduct (including out of work) which does not meet the harm threshold or is not serious enough to refer to the LADO. Examples include being too friendly with a child, having favourites, taking photos of children, engaging 1:1 in secluded areas or humiliating children
low level concern may arise from suspicion, a complaint or disclosure made by a child, parent or other adult or as a result of vetting checks.

Low level concerns about supply staff and contractors will be notified to their employers. The LADO should be consulted if there is doubt if the concern is low level or if it meets the harm threshold.

2.2. All low-level concerns should be recorded in writing Any concern should be raised with the Forest School Manager. If the concern is about the Forest School Manager this should then be raised with a deputy DSL or the safeguarding Governor .The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

- 2.3. Paper copies will be kept in the safeguarding file in the DSL's office and online copy's will be kept on a drive all documents are password protected. Records will be reviewed termly by the DSL team so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the DSL team will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will be given to whether there are wider cultural issues within the Forest School that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. Records are kept until the staff member leaves the Forest School's employment.
- 2.4. Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. If they subsequently meet the threshold of concern then this will be included in any reference.

3. RECORD TO BE MADE BY AN ADULT WITH A CONCERN OR SUSPICION OF ABUSE

- 3.1. This record should be made as soon as possible after the disclosure has been reported to the DSL. The facts, not opinions, should be accurately recorded in a non-judgemental way and should include:
- Child's details
 - Date and time of event/concern
 - Nature of the concern raised
 - Action taken and by whom
 - Name and role of the person making the record
- 3.2. This record should be passed to the DSL as soon as possible and retained in the original form (as it could be used as evidence in criminal proceedings)

4. RECORDS KEPT BY THE DSL

- All records relating to child protection concerns are kept securely, separate from the main Forest School files.
- Information about concerns, allegations and referrals relating to individual children should be kept in separate files rather than in one generic 'concern log'.
- Individual files should include a chronology of incidents and subsequent actions/outcomes.
- If a child is subject of a child protection plan, this is highlighted in some way to make it immediately obvious to anyone accessing the record.
- Safeguarding information should be shared with all those in Forest School who have a need to have it, either to enable them to take appropriate steps to safeguard the child or to enable them to properly carry out their own duties, but it should not be shared more widely than that.

5. ACCESS TO SAFEGUARDING RECORDS

- The child who is the subject of a safeguarding record has the right to access the file, unless to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment under the Children Act 1989.
- Parents (i.e. those with parental responsibility) are entitled to see their child's safeguarding file, with the same exemptions as apply to the child's right to access the record. Note that an older child may be entitled to refuse access to his/her parents.
- It is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child at risk of harm. Any requests to see the child's record should be made in writing so that confidential information, such as any details of other children, can be removed.

- Safeguarding information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. Information should not be released to parents' solicitors on request; advice should be sought from LA Legal Services in such cases.

6. TRANSFER OF SAFEGUARDING RECORDS

- When a child transfers to another Forest School or school, the DSL should inform the receiving setting as soon as possible by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery within 5 days for an in year transfer or within the first 5 days of the start of a new term.
- If the records are to be posted, they should be copied and these copies should be retained until there has been confirmation in writing that the originals have arrived at the new setting. They can then be shredded.
- Whether child Safeguarding files are passed on by hand or posted, it is good practice to have written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving setting) This form should be retained by the originating setting for 6 years (in line with guidance from the Records Management Society).
- In circumstances where the identity of the receiving setting is not known, advice will be sought from the appropriate Safeguarding Unit or Social Care Team.

7. RETENTION OF RECORDS

- The Forest School should retain the record for as long as the child remains in Forest School and then transferred as described above.
- Guidance from the Records Management Society is that when a child with a child protection record reaches statutory school leaving age (or where the child completed 6th form studies), the last school attended should keep the child protection file until the child's 25th birthday. It should then be shredded

APPENDIX 4

Little Crickets Day Forest School Safeguarding Children Staff Referral Form

Forest School’s Internal Form: Please complete and return as soon as possible to the Child Protection Coordinator

Name of child	Class	Date	Time	Persons present
Details of conversation with child:				
Name of referring staff:			Signature:	
Any other staff member present:			Signature:	
Please keep all original notes signed and dated				
This section to be completed by Safeguarding Children Co-ordinator				
Referred to:			Date received:	
Tick as appropriate:		Comments:		
First referral				
Additional referral				
Register check				
Advice sought				

External referral made (see file)	
Staff notified	

APPENDIX 5

ROLE OF THE DESIGNATED SAFEGUARDING LEAD, DEPUTIES AND GROUP LEAD FOR EARLY YEARS FOR SAFEGUARDING

The Board of Governance ensures that an appropriate senior member of staff (DSL) takes a lead responsibility for safeguarding children. This person has the status and authority within the Forest School to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding (including online safety) and when deciding whether to make a referral by liaising with relevant agencies. The DSL, Deputy DSL, the Forest School Manager and/or Group Lead for Early Years for Safeguarding are available to discuss any concerns at all times. While the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsible for safeguarding and child protection remains with the DSL. The DSL will be given both the time and support to carry out the role effectively.

THE BROAD AREAS OF RESPONSIBILITY FOR THE DSL ARE:

Managing referrals

- Refer all cases of suspected abuse (including online safety) to BCP Council,
- For child safeguarding concerns which involve a staff member refer to the LADO,
- Decide if Early Help is appropriate and liaise with other agencies as appropriate.
- Refer to Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child,
- In cases where a crime may have been committed refer to local Police.
- Liaise with the Deputy DSL, the Forest School Manager, Group Lead for Early Years for Safeguarding & Board of Governance to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Training

The DSL receives appropriate training carried out at least every two years in order to:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Forest School's safeguarding policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff at Forest School.

Raising Awareness

- The DSL should ensure the Forest School's policies are known and used appropriately
- Ensure the Forest School's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents are aware of the referral process and the role of the Forest School in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the Forest School ensure their safeguarding file is transferred securely to the new setting as soon as possible.

THE MAIN ROLE OF THE GROUP LEAD FOR EARLY YEARS FOR SAFEGUARDING ON BEHALF OF THE BOARD OF GOVERNANCE IS TO ACT AS THE FOREST SCHOOL'S SENIOR LEVEL LEAD TO TAKE LEADERSHIP RESPONSIBILITY FOR THE FOREST SCHOOL'S SAFEGUARDING ARRANGEMENTS.

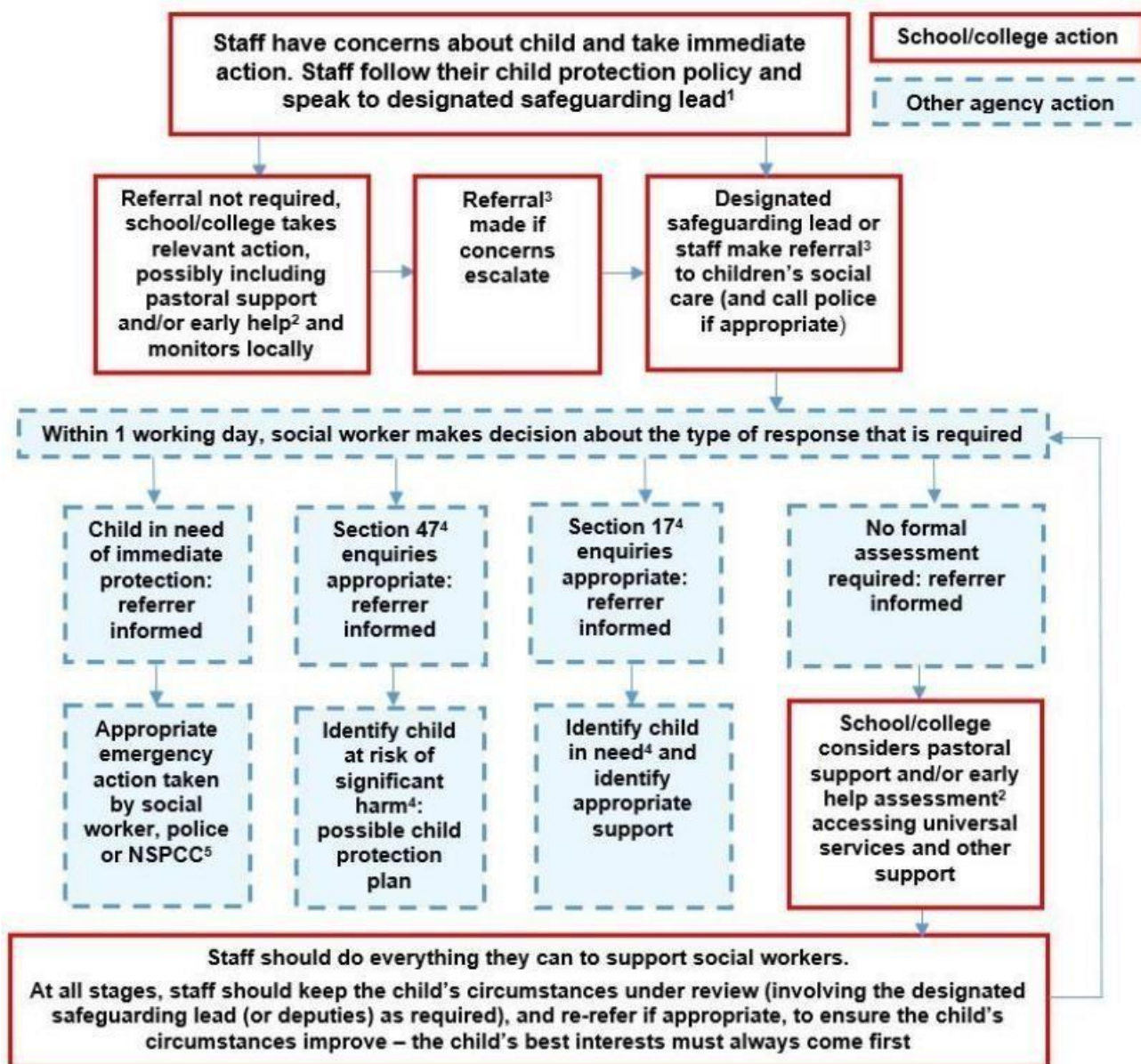
The areas of responsibility for the Group Lead for Early Years for Safeguarding include:

- Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the Forest School.
- Encourage other members of the Board of Governance to develop their understanding of their responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties.
- Ensure that the Board of Governance puts in place a suitable safeguarding policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice.
- Be familiar with the Pan-Dorset Safeguarding Partnership guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment.
- Meet regularly with the DSL to monitor the effectiveness of the Forest School's Safeguarding Policy and procedures and the implementation of these across the Forest School.
- Ensure that the Governing Body receives a report on the implementation of the Forest School's Safeguarding Policy and procedures at least annually to support a full review of safeguarding.
- Ensure that the DSL is part of the Forest School's senior leadership team and has sufficient time and resources at her disposal to carry out her duties effectively.
- Ensure that the DSL and Deputy DSLs receive appropriate training and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Ensure that safeguarding training is included at induction for all staff working in the Forest School.
- Ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers.
- Review the Forest School's Single Central Register on at least a termly basis.

APPENDIX 6

FLOW CHART OF ACTIONS

Actions where there are concerns about a child



APPENDIX 7

SUPPORT FOR CHILDREN INVOLVED WITH ABUSE

Support can include:

- Early help and children's social care.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
- NHS - Help after rape and sexual assault - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provides free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet

APPENDIX 8

Immediate actions to be followed by staff if a child goes missing from Forest School

During normal hours.

1. Inform the Forest School Manager or Senior Leader immediately. They will inform the DSL.
2. The key worker of the missing child to take the register to check that all the other children are still present.
3. Non-teaching staff to undertake a careful search of the Forest School buildings (including cupboards, bathrooms and grounds) whilst the Senior Leaders and Forest School Manager (carrying a mobile phone) will search the area immediately outside the Forest School. All doors and gates will be examined for signs of entry/exit.
4. The key worker of the missing child to ask the children in his/her room if they can say when they last remember seeing the missing child and report any useful information to the front desk staff. Useful information can be passed on to the Forest School Manager/Senior Leaders via the mobile phone. For this reason the staff at the front desk must remain at the desk throughout the search.
5. The key worker will make sure the children in his/ her room are fully occupied whilst the search takes place. On no account must the children leave their classroom to take part in the search.

If the child is still missing (at any part of the Forest School day), the following steps will be taken:

1. The Forest School Manager to phone the child's parents and the police and explain what has happened and what steps have been set in motion. The parents will be asked to come to the Forest School.
2. The search in the Forest School and grounds will continue and the Forest School Manager/Senior Leaders will drive around the immediate area of the Forest School in search of the missing child.
3. The Forest School will co-operate fully with any Police investigation and any safeguarding investigation by Social Services.
4. If the child is injured by means of a serious physical nature a report will be made under RIDDOR to the HSE.

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted. Insurers will be notified if appropriate.

Lunch Time and Playtimes

1. An immediate Forest School Manager count to be carried out in order to ensure that all the other children are present.
2. A phone call will be made to the Front Desk. All available staff will be alerted and procedures from the immediate actions above will be followed.

Actions to be followed by staff if a child goes missing on an outdoor activity/visit

1. An immediate Forest School Manager count to be carried out in order to ensure that all the other children are present.
2. Adults to be directed by the member of staff in charge to search the immediate vicinity (to include toilet areas and where they were last seen).
3. If the search does not prove fruitful after a reasonable amount of time the remaining children should be taken back to their base. The adult/s involved in the search should remain behind with a mobile phone or they should have access to a telephone.
4. The Forest School Manager/Senior Leader to be immediately informed using a mobile phone.
5. The Forest School Manager to telephone the child's parents and explain what has happened and what steps have been set in motion. The parents will be asked to come to the venue or to the Forest School at once.
6. The remaining staff are responsible for contacting the Manager of the venue to arrange a search and for contacting the Police.

7. The Forest School will co-operate fully with any Police investigation and any safeguarding children investigation by Social Services.

8. If a child is injured a report will be made under RIDDOR to the HSE if appropriate.

A full record of all activities taken up to the stage at which the child was found will be made for the incident report. If appropriate, procedures would be adjusted. Insurers will be notified if appropriate.

Actions to be taken by staff once the child is found

1. Care for the child as appropriate.
2. Speak to the other children to ensure they understand why they should not leave the premises or separate themselves from a group on an outing.
3. The Forest School Manager to speak with the parents to discuss events and give an account of the incident.
4. Where appropriate, a full investigation will take place and the findings also shared with the parents.
5. The investigation will involve all concerned providing written statements.
6. The report will be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, the purpose of the outing, the length of time the child was missing and how he/she appeared to have gone missing and was found, lessons for the future.
7. Any media queries will be referred to the Forest School Manager and not be dealt with by the staff.

APPENDIX 9

Thresholds Tool

Following assessment of all the risks and unmet needs for a child, this Thresholds Tool is designed to guide you to the most appropriate referral route by estimating:

What's the worst that could happen?

- How severe might the consequences be (in terms of impact on the child) on a scale of 1 to 5? (*Severity*) • How likely/probable is that to happen on a scale of 1 to 5? (*Likelihood/Probability*)
- What is the score of severity multiplied by likelihood/probability?

As a multi-agency group, the professionals involved will need to have analysed the information to consider and determine the severity and likelihood/probability of each identified need of risk. This will involve discussing and arriving at a shared understanding of SEVERITY, LIKELIHOOD/PROBABILITY, IMPACT ON THE CHILD. The compilation of a multi-agency chronology as part of the assessment process will help to identify evidence and assist this discussion. The group should score the severity of potential impact on the child on a scale from 1 to 5. The likelihood/probability of the need not being met or risk occurring should be scored on a scale from 1 to 5. Multiply the likelihood/probability by the severity score. This will result in a score which indicates the level of risk.

Use this table to help you to define 'severity'

	Severity	Description
1	Insignificant	None or insignificant injury, illness or harm
2	Low	Minor accident, injury, illness or harm; needs minor treatment or support
3	Medium	Harm including emotional, injury or illness; needs ongoing treatment or intervention
4	High	Major injuries or harm including emotional harm/incapacity
5	Catastrophic	Fatality/severe incapacity

Use this table to plot the likelihood/probability and severity (impact) of harm/unmet need

Likelihood/probability	SEVERITY				
	Insignificant	Low	Medium	High	Catastrophic
Very unlikely	1	2	3	4	5
Unlikely	2	4	6	8	10
Possible	3	6	9	12	15
Likely	4	8	12	16	20
Very likely	5	10	15	20	25

Once the score has been entered into the table, the result will indicate the threshold at which the case can be managed.

- 0-6 could be managed by Universal or Targeted Services and Early Intervention Services at the higher end – *something that’s very likely to happen but insignificant or could be catastrophic but is very unlikely/very improbable.*
- 6-12 could suggest it’s more appropriate to manage at Tier 3 of the Continuum of Need with support from the Early Intervention panel and Child in Need at the higher end – *the impact could be catastrophic but unlikely to happen, or it may be very likely/very improbable to happen but comparatively low in impact.*
- 15 suggests the concerns should be discussed with Children’s Social Care or other appropriate specialist agency (such as CAMHS) to decide the best course of action for the child – *ranging from medium risk but very likely/probable or something that would be catastrophic and has a possible chance of happening.*
- 16 and over indicates a referral to Children’s Social Care, or other appropriate specialist agency (such as CAMHS)

NB: the severity of the potential consequences or impact will stay the same, but the likelihood/probability can reduce if appropriate safety control measures are put in place, or can increase if there is a change in the circumstances or people involved.

The SMART plan which is produced from assessment and analysis should include actions to reduce the likelihood/probability of the harm occurring. This tool can be used again at a later date to review what impact the SMART plan has made by re-assessing the level of risk. The updated risk level assessment makes it simple to consider if the plan has been effective and the decision whether to continue with the plan is more straightforward, along with deciding whether to make any changes to the plan.