



ROYAL ARMOURED CORPS SADDLE CLUB

BOVINGTON EQUESTRIAN



Safeguarding and Child Protection Policy

The RAC Saddle Club

Review March 2027

Safeguarding and Child Protection Policy

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Aims

The RAC Saddle Club aims to ensure that:

- Safeguarding is of paramount importance to everyone working, attending, and visiting the academy.
- Contextual safeguarding will include all aspects of school life, home environments and the wider community.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.
- A safe environment is created where children can succeed and are equipped with the skills needed to keep themselves safe.
- Children that have been abused are supported through multi-agency working in line with statutory guidance Working Together to Safeguard Children and internal intervention.

RAC Saddle Club accepts its legal and moral obligation under The Children Acts (1989) and (2004)*.

We take responsibility for Safeguarding very seriously and the following represents our policy for providing protection for the young people within our provision. All employees starting with The RAC Saddle Club will be provided with a copy of this policy at induction and will be required to read and sign a copy to indicate that they understand the requirements laid out within.

Definitions

Safeguarding is defined as:

- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Providing help and support to meet the needs of children as soon as problems emerge
- Take action to enable all children to have the best outcomes

This includes, but is not limited to safeguarding children in specific circumstances

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA) Integrated care boards (previously known as clinical commissioning groups) for an area within the LA The chief officer of police for a police area in the LA area.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

The RAC Saddle Club believes that:

- All young people have equal right to be protected from harm
- Young people need support which matches their individual needs, including those who may have experienced abuse
- Young people have the right to speak freely and voice their values and beliefs
- Young people must be encouraged to respect each other's values and support each other
- Young people have the right to be supported to meet their emotional, and social needs as well as their educational needs
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours which may be perceived to be 'risky'.
- Where there is a safeguarding concern the team will ensure the young person's wishes are considered when determining what action to take and what services to provide.
- The RAC Saddle Club have a zero tolerance approach to sexual violence and sexual harassment.

Types of abuse

Keeping Children Safe in Education (updated every September) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk.

They do, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'. It is generally accepted that there are four main forms of abuse.

The following definitions are from Working Together to Safeguard Children (2013).

They are:

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 persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though 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, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or

- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time.

5a. Child on Child Abuse (formerly known as Peer on Peer Abuse) Child on Child abuse can take many forms, like:

- Bullying, including cyber-bullying and prejudice-based and discriminatory bullying – for example, bullying because of a child's gender identity, or perceived sexuality
- Physical abuse, for example, hitting, kicking, shaking, biting, hair pulling
- Abuse in intimate personal relationships between peers. This is sometimes known as teenage relationship abuse
- Sexual violence: this could be rape, assault by penetration, sexual assault
- Sexual harassment, including sexual comments and jokes, and online sexual harassment
- Causing someone to engage in sexual activity without consent. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Sharing nude and semi-nude images or videos. This is sometimes known as sexting or youth-produced sexual imagery
- Upskirting. This is where someone takes a photo under another person's clothes without their permission, for sexual gratification, or to cause the victim humiliation, distress, or alarm
- Initiation or hazing-type violence and rituals. This includes activities involving harassment, abuse, or humiliation, used as a way of initiating someone into a group. Many of these behaviours can take place online, including sexting- non-consensual sharing of sexual imagery, abusive, harassing, and misogynistic or misandrist messages, and sharing of abusive images or pornography to those who don't want to receive this kind of content.

Staff should always assume it's happening here. Staff might witness child on Child abuse between pupils, or a pupil might tell them they've been a victim of child-on child abuse. Staff might also see signs that something is wrong. They should always be alert to changes in a child, such as in their mood, behaviour, or school performance.

Whether a child makes an allegation or staff see something that's a cause for concern, staff should always take immediate action, following policies and procedures. If a child does make an allegation, staff should reassure the child that they'll be supported and kept safe. Don't make the child feel like they're causing trouble by speaking up. Staff shouldn't dismiss an allegation as banter, part of growing up, 'having a laugh' or 'boys being boys'. Doing this can create a culture of unacceptable behaviours and an unsafe environment for children. It can normalise abuse, leading to children accepting it as normal and not reporting it.

5b. Harmful Sexual Behaviour, Sexism, Sexual Harassment and Sexual Violence Harmful Sexual Behaviour (HSB) is 'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'. Sexism is 'the inability or refusal to recognize the rights, needs, dignity, or value of people of one sex or gender. More widely, the devaluation of various traits of character or intelligence as 'typical' of one or other gender.' Sexual harassment is 'unwanted behaviour of a sexual nature which: violates your dignity, makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment.' Sexual violence is 'any sexual act, attempt to obtain a sexual act, unwanted sexual comments or

advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.' The RAC Saddle club has a zero tolerance to harmful sexual behaviour, sexism, sexual harassment, and sexual violence. It is never acceptable and will never be tolerated. All victims must be taken seriously, supported, and kept safe. A victim should never be given the impression that they are creating a problem by reporting the abuse. Reports of this nature are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimize the disruption to their education. Part 5 of Keeping Children Safe in Education clearly outlines the response that should be taken. If anyone has any concerns that a child or children may be at risk, they must report them to the DSL or DDSL Immediately and record the concern. The DSL or DDSL should then liaise with The Family Support and Advice Team and follow guidance given.

5c. Bullying at The RAC Saddle Club, we are committed to creating a culture of mutual respect where the bullying of adults, children or young people is not tolerated in any form. We strive to create an inclusive, supportive environment where everyone feels safe and valued and is able to reach their potential. We know bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a severe barrier to learning and have serious consequences for mental wellbeing and the emotional development of children. We also understand that there may be complex reasons why children or adults bully others, and that perpetrators, as well as victims, need to be treated in a positive and constructive manner.

There is no legal definition of bullying; however, it can be defined as "behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Our emphasis at The RAC Saddle Club is to create an environment where bullying will not occur. We do this in a variety of ways. Any incident of bullying will be dealt with thoroughly and proportionately. The precise nature of the response will be guided by the context of the situation, and all involved. The school will offer a proactive, supportive, and problem-solving approach, guided by the particular situation and the different pupils' needs. We will aim to ensure that pupils who are the victims of bullying are (and feel) listened to, included and safe, and that pupils involved in bullying others are helped to behave in a more acceptable way and to form positive friendships. We recognise that the bullying of adults, including staff and parents, whether by pupils, parents/carers, or other staff members, is unacceptable.

5d. Child Sexual Exploitation (CSE) CSE is a form of abuse that involves exploitative situations, contexts, and relationships where young people receive something (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of technology without the child's immediate recognition, e.g., being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. Any child or young person may be at risk of sexual exploitation, regardless of family background or other circumstances, and can experience significant harm to physical and mental health. Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily. Any concerns about child sexual exploitation should be discussed with the DSL or DDSL and recorded. There is more detailed information and a 'risk matrix' in the inter-agency safeguarding procedures on the Pan-Dorset Safeguarding Children Partnership website.

5e. Child Criminal Exploitation (CCE) CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or

other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Any concerns about child criminal exploitation should be discussed with the DSL or DDSL and recorded.

5f. Extremism/Radicalisation/Terrorism RAC Saddle Club outlines information related to extremism, radicalisation, and terrorism. The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

For more information please see: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-England-and-Wales>

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. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations. Radicalisation is the action or process of causing someone to adopt radical positions on political or social issues. Young people can become vulnerable to radicalisation and terrorism for a variety of reasons and if exposed to extremist rhetoric may adopt more fundamental views. This is the radicalisation process in which someone adopts extreme views and actions, and this can lead to acts of violent extremism. Terrorism can occur anywhere in the world with atrocities carried out in support of various ideologies and campaigns. There is no single definition of terrorism, but it commonly refers to criminal acts intended to provoke a state of terror in the general public and the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.

5g. Forms of abuse linked to culture, faith, or belief Female Genital Mutilation (FGM): FGM is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a ‘special procedure’ or celebration. Forced Marriage: Forced Marriage is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being

'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad. So called 'honour-based' violence: So called 'honour-based' violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members. It is important that staff are aware of all above forms of abuse and report concerns to the DSL or DDSL who will seek further advice from statutory agencies.

5h. Vulnerable Children and Young People In general, any child or young person up to 25 with an EHCP can be classed as 'vulnerable'. However, the DfE states that there is no set definition as there are very specific reasons a child/young person can be classed as vulnerable based on individual circumstances. Headteachers use data from their school communities along with individual student information to make judgements about who is considered vulnerable.

Although all of our students have a degree of vulnerability, some require further support from schools and could be considered to have an additional vulnerability.

For the purposes of making this distinction, we define 'vulnerable' to mean any student who, as a result of cognitive delay or disability, physical disability, or social, emotional, or mental health difficulties is unable to safeguard his or her personal welfare or who may be unable to protect him/herself against significant harm or exploitation and are safest when in school. In addition, children who are recognised as Children in Need, children on Child Protection Plans or children under the care of the local authority (Children in Care and Children Previously in Care) are considered to have an additional vulnerability. Regular meetings (such as Team Around the Family/TAF, Child in Need/CiN, Child Protection/CP Conferences or Core Group) for vulnerable children with professionals from education, social care, and other agencies such as health take place alongside parents/carers and sometimes the child/young person.

Additional Information

Indicators of the four main types of abuse.

1. Physical Abuse: Bumps and bruises don't always mean a child is being physically abused. All children have accidents, trips, and falls. And there isn't just one sign or symptom to look out for. But it's important to be aware of the signs. If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.
Physical abuse symptoms include: bruises broken or fractured bones burns or scalds bite marks It can also include other injuries and health problems, such as: scarring the effects of poisoning, such as vomiting, drowsiness or seizures breathing problems from drowning, suffocation, or poisoning. Head injuries in babies and toddlers can be signs of abuse so it's important to be aware of these. Visible signs include: swelling bruising fractures being extremely sleepy or unconscious breathing problems seizures vomiting unusual behaviour, such as being irritable or not feeding properly
2. Emotional Abuse: There might not be any obvious physical signs of emotional abuse or neglect. And a child might not tell anyone what's happening until they reach a 'crisis point'. That's why it's important to look out for signs in how a child is acting. As children grow up, their emotions change. This means it can be difficult to tell if they're being

emotionally abused. But children who are being emotionally abused might: seem unconfident or lack self-assurance struggle to control their emotions have difficulty making or maintaining relationships act in a way that's inappropriate for their age. The signs of emotional abuse can also be different for children at different ages Babies and pre-school children (or those at this developmental level) who are being emotionally abused or neglected might: be overly affectionate to strangers or people they don't know well seem unconfident, wary, or anxious not have a close relationship or bond with their parent be aggressive or cruel towards other children or animals Older children might: use language you wouldn't expect them to know for their age act in a way or know about things you wouldn't expect them to know for their age struggle to control their emotions have extreme outbursts seem isolated from their parents lack social skills have few or no friends

3. Sexual Abuse: Knowing the signs of sexual abuse can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out. Some of the signs you might notice include: Emotional and behavioural signs: Avoiding being alone with or frightened of people or a person they know Language or sexual behaviour you wouldn't expect them to know Having nightmares or bed-wetting Alcohol or drug misuse Self-harm Changes in eating habits or developing an eating problem Changes in their mood, feeling irritable and angry, or anything out of the ordinary Physical signs: Bruises Bleeding, discharge, pains, or soreness in their genital or anal area Sexually transmitted infections Pregnancy
4. Neglect: Neglect can be really difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there's a serious problem. Children and young people who are neglected might have: Poor appearance and hygiene: being smelly or dirty being hungry or not given money for food having unwashed clothes having the wrong clothing, such as no warm clothes in winter having frequent and untreated nappy rash in infants Health and development problems: anaemia body issues, such as poor muscle tone or prominent joints medical or dental issues missed medical appointments, such as for vaccinations not given the correct medicines poor language or social skills regular illness or infections repeated accidental injuries, often caused by lack of supervision skin issues, such as sores, rashes, flea bites, scabies, or ringworm thin or swollen tummy tiredness untreated injuries weight or growth issues Housing and family issues: living in an unsuitable home environment, such as having no heating being left alone for a long time taking on the role of carer for other family members Change in behaviour: becoming clingy becoming aggressive being withdrawn, depressed or anxious changes in eating habits displaying obsessive behaviour finding it hard to concentrate or take part in activities missing school showing signs of self-harm using drugs or alcohol.

Legal Framework

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018).

The RAC Saddle Club fulfil their local and national responsibilities as laid out in the following legislation documents, while having due regard to all relevant legislation and statutory guidance including, but not limited to, the following legislation:

- Working Together to Safeguard Children (DfE 2023)
- Keeping Children Safe in Education (DfE September 2024)
- The procedures and guidance BCP Safeguarding Children Partnership and Dorset Safeguarding Children Partnership
- The Children’s Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Information sharing (HM Govt July 2024)
- Prevent Duty, Counter Terrorism and Security Act 2015
- CSE DfE Act 2017
- Domestic Abuse Act 2021

This policy will contribute to safeguarding young people and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos within our provision, built on mutual respect, and shared values
- Creating an organisational culture that is safe for children
- Developing staff’s awareness of the risks and vulnerabilities young people face to enable them to recognise and respond to concerns
- Addressing concerns at the earliest possible stage in the least intrusive way
- Reducing potential risks young people face of being exposed to violence, extremism, exploitation, or victimisation.
- Capture the child’s voice where possible This policy will contribute to the protection of children by:
 - Including appropriate work within sessions
 - Implementing safeguarding and child protection policies and procedures
 - Working in partnership with a wide range of multi-disciplinary agencies.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way.
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for young people
- Build a culture of openness and transparency where all staff can demonstrate understanding of their role and responsibility to safeguard and promote the welfare of young people
- When issues arise, Designated Safeguarding Lead should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

Roles and responsibilities

RAC Saddle Club shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard

Children 2023 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2024.

The Designated Safeguarding Lead is a member of the Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Keeping Children Safe in Education, 2024

All staff who work with young people undertake safeguarding training in accordance with Keeping Children Safe in Education 2024 and they receive annual safeguarding updates to ensure their continued professional development.

The DSL and Deputies should be aware of the guidance issued by Local Safeguarding Children Partnership's within the Threshold Framework to secure support and intervention for children and young people. Any referrals are made at the earliest possible opportunity in the least intrusive way. RAC Saddle Club will seek advice from the local safeguarding hubs within Dorset.

All staff will:

- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Be familiar with this safeguarding policy and implement this consistently in the course of their work with young people.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs any concerns to the Designated Safeguarding Lead or Deputy who will refer the concern to the relevant referring body or Children's Social Care.
- Be subject to Safer Recruitment processes and checks.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans where appropriate requested by referring bodies/Children's social care.
- Be alert to signs and indicators of safeguarding concerns and possible abuse.
- Recognise and respond to concerns about the behaviour of staff and students which indicates they may pose a risk of harm to children following interagency procedures agreed by the Local Children's Safeguarding Partnership within both local authorities.
- Deal with a disclosure of abuse from a young person in line with RAC Saddle Club Safeguarding Procedure.
- All staff will receive the Safeguarding policy at the point of induction. This will be regularly updated at a minimum of two-year intervals.
- The Designated Safeguarding Lead together with named deputies will undertake additional higher-level training to ensure they have appropriate knowledge and skills

to undertake the role. This training will be regularly updated at a minimum of two-year intervals.

- In addition to the above, all staff working with young people will receive annual safeguarding updates.
- The DSL takes lead responsibility for coordinating all safeguarding and child protection activity within our organisation. They will provide support to staff to carry out their safeguarding duties and will liaise closely with other services and referring bodies.
- When RAC Saddle Club has concerns about a child, the DSL or Deputy will decide what steps should be taken in accordance with this policy, the referring body and DSCP and initiate a response as necessary.
- The Designated/ Deputy Safeguarding Lead (s) will refer cases to the Police where a crime may have been committed. The DSL and deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2023), the NPCC – when to call police should help the DSL understand when they should consider calling the police and what to expect if they do so.
- The DSL will refer cases to the police where a crime may have been committed. The DSL will report appropriate incidents irrespective of whether or not the individual concerned wants to pursue it.
- Liaise with the Leadership Team for allegations against staff to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- The DSL will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the DSCP information sharing guidance. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with a young person.
- The DSL will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted.
- The DSL will ensure that for best practise, supervision takes place regularly to identify next steps and escalation, to provide the best outcomes for young people.

Procedures

The RAC Saddle Club will follow:

The procedures set out in the BCP Safeguarding Children Partnership and Dorset Safeguarding Children Partnership procedures. A copy of these procedures can be found on the DSCP website: <https://pandorsetscb.proceduresonline.com>

The DSL should have the appropriate status and authority within The RAC Saddle Club to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. The lead responsibility for child protection remains with the DSL and cannot be delegated.

The RAC Saddle Club should ensure that every member of staff, paid and unpaid knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction. Keeping Children Safe in Education states "During term time the designated safeguard lead should always be available (during establishment hours) for staff to discuss any safeguarding concerns.

The RAC Saddle Club should ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

The RAC Saddle Club acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.

All staff should understand the procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with BCP Safeguarding Children Partnership and Dorset Safeguarding Children Partnership (DSCP) child protection procedures.

All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.

Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.

If a member of staff is concerned that a child is in immediate danger or is at risk of immediate harm a referral should be made to Dorset's children's social care and/or the police immediately. Please refer to Appendix One and Appendix Two for additional information relating to reporting

your concerns. Referrals should not be left on answer machines, email or passed on to someone else to make the referral.

Safeguarding concerns and allegations of abuse against staff

All allegations against staff, volunteers and contractors will be managed in line with The RAC Managing Allegations Against Staff Policy, a copy of which will be provided to, and understood by, staff if an allegation is made. The above policy is inline with [Allegations Against Staff, Carers and Volunteers](#) PAN Dorset Guidance.

The RAC Saddle Club will ensure all allegations against staff, including those who are not employees, are dealt with appropriately and that we liaise with the relevant parties. When managing allegations against staff, the RAC Saddle Club will recognise the distinction between allegations that meet the harm threshold and allegations that do not, also known as “low-level concerns”, as defined in the PAN Dorset Guidance. guidance.

Allegations that meet the harm threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children. Low-level concerns will be handled in line with the PAN Dorset guidance.

Multi agency working

The RAC Saddle Club contributes to multi-agency working as part of its statutory duty and is aware of and will follow the local safeguarding arrangements. The RAC Saddle Club will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements.

Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will develop trusting relationships between families and agencies to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support. The school will also be mindful of the importance of inter-agency working in identifying and preventing Child Sexual Exploitation (CSE).

The school will reflect the DfE’s expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils’ needs.

- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging other's assumptions in a respectful manner.

Designated Safeguarding Lead	Stephanie Buchanan 07779521433 ap@racsaddleclub.co.uk
Deputy Safeguarding Lead	Rebekah Evans 07779945259 ap@racsaddleclub.co.uk
Safeguarding of Children Concerns	Family Support and Advice Line Tel: 01305 228558 Westport House Worgret Road Wareham BH20 4PP Monday to Friday: 8am to 10pm Saturday, Sunday and bank holidays: 9am to 10pm
In an emergency out of hours contact	For out of hours emergencies call: 01305 228558
Emergency police	Police Non-Emergency- 101 Police Emergency- 999

Appendix One -Staying Safe

Appendix Two- Cause for concern form

Completing the Cause for Concern form:

Student Name –

Use students full name, not nicknames, or abbreviations

Session Date –

The Cause for Concern form MUST be completed on the same day that the disclosure or concern is raised

Location of Programme –

Classroom or otherwise

Coach/Person Completing form –

The form must be completed by the person who noted the concerns or young person's disclosure

Details of Cause for Concern –

Record fact and details of the information shared to you. Do not record any personal views or feelings. If possible, reiterate the young person's words exactly (do not ** for expletives etc) If commenting on a bruise or physical injury, ensure an accurate description is provided ie 'bruise approximately the size of a 50pence piece observed on left forearm' Do not name other young people on the Cause for concern form, if it is necessary to refer to other YP use initials or refer to them as student A/B/C etc.

Actions –

Record who the cause for concern has been shared with ie sent to the key Worker. Record that the Cause for Concern has been discussed over the phone and with whom. NB if a child is deemed to be at immediate risk or, it would compromise the young person's safety to leave the centre a phone call MUST be made to the appropriate referring body as soon as possible and, where necessary the DSCP team. The form is then emailed through.

Follow up – To be completed by DSL or Deputy DSL

Detail the actions taken by the referring body or person to whom the cause for concern was reported and the outcome of this. I.e. referring body passed details of Cause for Concern to Children's Social Care. Include the date that that follow up has taken place. If the Cause for concern has not been followed up to a satisfactory resolution request that additional action is taken and diarise further follow up.

Sign Off –

Name of person completing cause for concern to sign and date Name of person following up agreed actions to sign and date. Designated or Deputy Safeguarding Lead sign off to agree CFC can be closed – this should only be completed when the agreed follow up actions have been completed and The RAC Saddle Club Safeguarding Leads are satisfied that the Cause for Concern can now be closed.