

St. John’s Child Protection and Safeguarding Policy

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1. Purpose

exists to help autistic children and young people to learn, thrive and achieve. This can only be attained if they are safeguarded and protected from abuse and neglect and prevented from becoming at risk of abuse.

has zero tolerance of all forms of child abuse and exploitation and the purpose of this policy is to provide a framework for all staff including agency staff, contractors, volunteers, Governors, and Trustees, hereafter referred to as 'staff' for child protection and safeguarding. It should be used in conjunction with the Child Protection and Safeguarding Procedures, which are referred to in this document. These prevent and reduce the risk of abuse to all children who attend

St. John's aims to ensure that:

- Appropriate action is taken in a timely manner to
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting child protection and safeguarding.
- All statutory and governmental guidance requirements and recommendations are met.

2. Background and need

This policy and its associated procedures are mandatory for all staff, as they must be aware of their individual and collective roles and responsibilities in safeguarding and protecting children from abuse and neglect.

At we recognise our responsibilities as set out in the [Pan Sussex Child Protection Procedures](#)

3. Outcomes

As a result of this policy and associated procedure being followed, children will be better protected from the impact of abuse and neglect. Staff will take the necessary steps to safeguard and protect children at risk, contacting statutory agencies and/or if appropriate, discussing concerns with statutory agencies and when appropriate, their parents/carers or advocates. Actions for staff to follow are set out in the procedures document.

4. Key Principles

This policy and corresponding procedures aim to achieve a culture in in which a proactive approach is taken to safeguarding and promoting and protecting the rights of autistic children.

All children attending have the right to live a life free from abuse, harm, and neglect regardless of age, disability, sex identification, racial heritage, religious belief, sexual orientation, or identity.

All allegations, concerns or suspicions of abuse or neglect are taken seriously and responded to within the steps laid out in the corresponding procedure.

To work in partnership with the children and young people of and their families/carers.

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The Director of Education is the Organisational Lead (OL) for Ambitious about Autism and the Ambitious about Autism Schools Trust, with responsibility for safeguarding. In the absence of the Director of Education the role will be delegated to the Head of Safeguarding and Education Compliance.

During term time, the DSL will be available during college hours for staff to discuss any safeguarding concerns. See Appendix 3 for a full chart of DSLs and Deputy DSLs.

Outside college hours and term time a DSL rota is maintained.

When the DSL is absent, the Deputy DSL will act as cover for the whole college.

If the DSL and the Deputy DSL or safeguarding on call lead are not available, the Director of Education will act as cover.

is committed to working within the Pan Sussex Multi Agency Safeguarding Children policy and procedures and the procedures of any other local authorities where any child at risk may reside.

is committed to working with all Local Authorities its learners reside in, Brighton and Hove City Council and the host Local Authority Designated Officer (LADO) and the police if there are any concerns about, or perceived risks, in respect of staff.

is committed to ensuring all staff, including those with designated responsibilities, have received appropriate levels of up-to-date safeguarding training.

6. Risk Assessment

Should this policy and associated procedure be ignored or disregarded, the possible outcomes are:

For children at risk of abuse or neglect – being placed at further risk of harm and neglect.

For staff – who may be subject to inquiry, investigation internally or externally for failing to take appropriate steps, internally may then be subject to a disciplinary process.

For the DSLs, Organisational Lead, the Chief Executive and Board of Trustees and the Governing Bodies – possible inquiry/investigation and report from the Charities Commission and regulators or recommendation from local authorities to regulators.

For St. John's – possible risk of public scrutiny and ultimately risk of prosecution and/or additional inspections from regulators and ultimately deregistration. All of the above can lead to negative media attention and damage to the reputation of the college.

7. Legislation and statutory guidance

This policy and associated procedures are guidance, [Keeping Children Safe in Education 2024](#), [Working Together to Safeguard Children](#), [What to do if you are Worried a Child is Being Abused: Advice for Practitioners](#), and the [Governance Handbook](#).

We comply with this guidance and the procedures set out by our local multi-agency partnerships. This policy is also based on the following legislation:

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools and colleges to safeguard and promote the welfare of learners at the college.

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on Non-Maintained Special Schools (NMSS) to safeguard and promote the welfare of learners at the school or college.

[The Children Acts 1989](#) and [2004](#), which provide a framework for the care and protection of children.

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Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers and other professionals to report to the police where they e a68511(e)-11(yci)-4(cv)5(w)-4(h)rol,

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Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Psychological/emotional abuse is the persistent emotional maltreatment of a child such as to abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse 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.

Not giving the child opportunities to express their views, deliberately silencing them or

Age or developmentally inappropriate expectations being imposed on children. These may

overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Seeing or hearing the ill-treatment of another.

Serious child on child abuse (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Financial abuse

resources without their informed consent or authorisation. It includes:

Theft.

Fraud.

Exploitation.

Undue pressure in connection with wills, property, inheritance, or financial transactions.

The misuse or misappropriation of property, possessions, or benefits.

The misuse of an enduring power of attorney or a lasting power of attorney, or appointeeship.

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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.

Neglect

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Appendix 2: Specific safeguarding issues

Children missing from education or home/care

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation, or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are romref51i

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If a member of staff suspects CSE, they will discuss this with the DSL and report their concern on the digital system. The DSL will follow the local safeguarding procedures, including a referral to the home and host Local A

criteria for action have been met. Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying inappropriate sexualised behaviour.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing college or education, or not taking part in education.

So-called Honour based abuse, including Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by or at risk of FGM or other forms of so-called honour-based abuse.

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Child on child abuse (previously known as bullying or peer abuse)

All concerns regarding child-on-child abuse will be fully investigated with active support and protection plans being agreed for all children involved.

Checking the identity and suitability of visitors

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