

FUT005 FUTURES SAFEGUARDING & PROTECTION POLICY

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Tilly Larment	tilly.larment@autism-unlimited.org 01202 485305 07834 514880 (out of hours)
Deputy DSL	Kate Barrall	kate.barrall@autism-unlimited.org 01202 485305
Local authority designated officer (LADO)	Elli Singleton (Mon – Wed) Laura Baldwin (Wed – Fri)	LADO@bcpcouncil.gov.uk 01202 817600

Chair of Futures Committee	James Brazier	01202 485305
Safeguarding Trustee	James Brazier	
Channel helpline		020 7340 7264
BCP Safeguarding Adults	Email: asc.contactcentre@bcpcouncil.gov.uk	01202 123654
Dorset Safeguarding Adults	dorsetadultsafeguarding@dorsetcouncil.gov.uk	01305 225731

1. Aims

Futures will work to ensure that:

- all young people and vulnerable adults are safeguarded and their welfare promoted
- appropriate action is taken in a timely manner to safeguard and promote young people's welfare
- all staff are aware of their statutory responsibilities with respect to safeguarding
- staff are properly trained in recognising and reporting safeguarding issues
- staff work collaboratively with commissioning Local Authorities to safeguard all young people and vulnerable adults who attend Futures

2. Legislation and statutory guidance

This policy is based on:

the Department for Education's statutory guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- 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 to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains Futures duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Co HYPERLINK](#)
["https://www.echr.coe.int/Pages/home.aspx?p=basictexts&c"](https://www.echr.coe.int/Pages/home.aspx?p=basictexts&c) HYPERLINK
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["https://www.echr.coe.int/Pages/home.aspx?p=basictexts&c"](https://www.echr.coe.int/Pages/home.aspx?p=basictexts&c) HYPERLINK [Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Futures Manager should carefully consider how they are supporting their learners with regard to these characteristics. The Act allows our Futures to take positive action to deal with particular disadvantages affecting learners (where we can show it’s proportionate). This includes making reasonable adjustments for disabled learners. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve learner outcomes. Some learners may be more at risk of harm from issues such as sexual violence; homophobic, biphobia or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Am HYPERLINK "http://www.legislation.gov.uk/uksi/2018/794/contents/made"](#) HYPERLINK "http://www.legislation.gov.uk/uksi/2018/794/contents/made" HYPERLINK "http://www.legislation.gov.uk/uksi/2018/794/contents/made"endment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This legislation as well as the arrangements agreed and published by our local safeguarding partners, forms the basis for our compliance.

3. Definitions

Futures works with young people over the age of 18 but these definitions pertain, as all Futures Learners are in receipt of an Education, Health and Care Plan (EHCP). We endeavour to provide a safe and welcoming environment where learners are respected and valued. We are alert to the signs of abuse and neglect and the safeguarding policy and procedures incorporate a wide range of risks we need to safeguard against. This includes the prevention of radicalisation which is listed as a specific safeguarding issue and is addressed by the government Prevent strategy. [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

Safeguarding and promoting the welfare of vulnerable young people means:

- Protecting them from maltreatment
- Preventing impairment of their mental and physical health or development
- Ensuring that they grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all of them to have the best outcomes

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

Abuse is a form of maltreatment of a young person, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development.

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

Young people refers to all 18-25 year olds with an EHCP.

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 young people, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group 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 a young person 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 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.

Prevent

The Prevent strategy has three main objectives: responding to the ideological challenge of terrorism and the threat we face from those who promote it; preventing people from being drawn into terrorism and ensure they are given appropriate advice and support; working with sectors and institutions where there are risks of radicalisation.

The Safeguarding Policy and Procedures apply to all learners and staff, in addition to any external individuals and external organisations using the site.

4. Equality statement

Some young people have an increased risk of abuse, and additional barriers can exist for some of them with respect to recognising or disclosing it. We are committed to anti-discriminatory practice

and recognise young people's diverse circumstances. We ensure that all young people have the same protection, regardless of any barriers they may face.

We give special consideration to young people who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from Futures to be home educated

5. Roles and responsibilities

Safeguarding and child/young people's protection is **everyone's** responsibility. This policy applies to all staff and volunteers at Futures, trustees of the charity and all support colleagues. It is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended Futures and off-site activities.

The Futures programme plays a crucial role in preventative education. This is in the context of a whole-Futures approach to preparing learners for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly through our Preparation for Adulthood curriculum, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they are always unacceptable

5.1 All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Edu HYPERLINK](#)

["https://www.gov.uk/government/publications/keeping-children-safe-in-education--2"](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) HYPERLINK
["https://www.gov.uk/government/publications/keeping-children-safe-in-education--2"](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) HYPERLINK
["https://www.gov.uk/government/publications/keeping-children-safe-in-education--2"](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)cation, and review this guidance at least annually

- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask young people to do online (e.g., sites they need to visit or who they will be interacting with online)
- Provide a safe space for learners who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding policy; the charity safeguarding children policy and safeguarding adult policy; the staff behaviour policy and code of conduct; the role and identity of the designated safeguarding lead (DSL) and deputies; the behaviour policy; and the safeguarding response to young people who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority adult social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a young person tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer to peer abuse, child/young person sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that young people can be at risk of harm inside and outside of their home, at Futures and online
- The fact that young people who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by others
- What to look for to identify young people who need help or protection

What should be referred to the safeguarding DSL?

Specific safeguarding issues include

Abuse and neglect

Adults at risk

Learners missing education

Child/sexual exploitation (CSE)

Criminal exploitation; county lines, criminal behaviour and gang involvement

Domestic abuse

Drugs and alcohol misuse including legal highs

Female Genital Mutilation (FGM)

Forced marriage

Homelessness/missing from home or care

Honour based violence (so called)
Mental health/self-harm
Online safety
Parental substance abuse, mental health and domestic abuse
Person on person abuse (sexual violence & harassment, relationship abuse, criminal behaviour)
Preventing radicalisation and extremism
Youth produced sexual imagery (sexting)
Sexual violence/harassment/rape allegations

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Tilly Larment, Futures Manager. The DSL takes lead responsibility for child protection and wider safeguarding in the Futures programme. During term time, the DSL will be available during Futures hours for staff to discuss any safeguarding concerns and out of normal Futures hours, can be contacted directly.

During Futures holidays there will be a rota of cover which will be published on the Futures website. When the DSL is absent, the deputy (Deputy DSL – Kate Barrall) will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on young people's welfare and protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of young people
- Refer suspected cases, as appropriate, to the relevant body (local authority adult social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the Director of HR informed of any issues
- Liaise with local authority case managers and designated officers for vulnerable young people's protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority adult social care colleagues to prepare the Futures' policies
- Be confident that they know what local specialist support is available to support all involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that vulnerable young people must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL are set out in their job description.

5.3 The Trustee board, through its Futures Committee will:

- Facilitate a whole-Futures approach to safeguarding, ensuring that safeguarding and young peoples' protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Futures Manager to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our Futures' local multi-agency safeguarding arrangements

- Appoint a Trustee to monitor the effectiveness of this policy in conjunction with the Futures Committee. This is always a different person from the DSL
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-Futures approach to safeguarding and related policies
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
 - Futures has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - That this policy reflects that young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the participants who attend these services/activities are young people on the Futures roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with Futures about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the Futures premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Chair of the Futures Committee will act as the 'case manager' in the event that an allegation of abuse is made against the Futures Manager, where appropriate.

All Committee members will read and understand Keeping Children Safe in Education in its entirety.

5.4 The Futures Manager

The Futures Manager is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their young adult joins the Futures and via the Futures website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable

5.5 Virtual Futures heads

Virtual Futures heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of learners with a social worker.

- They should also identify and engage with key professionals, e.g., DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of young people
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping young people safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a young person at risk
- Staff should never promise a young person that they will not tell anyone about a report of abuse, as this may not be in their best interests
- If a victim asks the Futures staff not to tell anyone about the sexual violence or sexual harassment:
 - There is no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and others
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a young person is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority adult social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any young person involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for young people involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
 - If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff, volunteers and trustees must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a young person is suffering or likely to suffer harm, or in immediate danger

Make a referral to adult social care and/or the police **immediately** if you believe they are suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Agency	Contact details
BCP Adult Services	01202 123654
Dorset Adult Services	01305 225731
Hampshire Multi Agency Safeguarding Hub (MASH)	Tel: 0300 555 1384 Email: childrens.services@hants.gov.uk Out of hours: 0300 555 1373
Police	Tel: 999 if you believe a young person is suffering or likely to suffer from harm, or is in immediate danger. Tel 101 if you are seeking advice You can report a crime that is not an emergency on: https://www.police.uk/pu/contact-the-police/report-a-crime-incident/
If you are not sure which local authority the young person lives in you can report abuse here: https://www.gov.uk/report-child-abuse-to-local-council	

7.2 If a young person makes a disclosure to you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell them they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to adult social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a young person.

7.3 If you have concerns about a young person (as opposed to believing a young person is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a young person's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL and one of the DDSs are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority adult social care.

You can also seek advice at any time from the **NSPCC helpline on 0808 800 5000**. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority adult social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early Help assessment

If an Early Help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and will consider a referral to local authority adult social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help referrals are made in Dorset by a professional telephone conversation. All phone-calls will be confirmed in writing by the consultant social worker. It is best practice that you keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

Early Help referrals in Bournemouth, Christchurch and Poole will be completed through an inter-agency referral form and submitted to asc.contactcentre@bcpcouncil.gov.uk or Dorset dorsetadultsafeguarding@dorsetcouncil.gov.uk

An inter-agency referral form can be found at:

https://pandorsetscb.proceduresonline.com/p_referrals.html?zoom_highlight=inter-agency
 HYPERLINK "https://pandorsetscb.proceduresonline.com/p_referrals.html?zoom_highlight=inter-agency+referral+form" HYPERLINK

["https://pandorsetscb.proceduresonline.com/p_referrals.html?zoom_highlight=inter-agency+referral+form"](https://pandorsetscb.proceduresonline.com/p_referrals.html?zoom_highlight=inter-agency+referral+form) HYPERLINK

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Referral

If it is appropriate to refer the case to local authority adult social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the young person's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that their situation improves.

The DSL will use <https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escal> HYPERLINK ["https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf"](https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf) HYPERLINK ["https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf"](https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf) HYPERLINK ["https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf"](https://proceduresonline.com/trixcms/medi/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf)ation-policy-v10-jun-2019.pdf to escalate the concern to ensure that the young person's situation improves.

7.5 If you have concerns about extremism

If a young person is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a deputy DSL or a member of the senior leadership team and/or seek advice from local authority adult social care. Make a referral to local authority adult social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority adult social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which Futures staff and trustees can call to raise concerns about extremism with respect to a learner. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have a mental health concern about a young person

Mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest they may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a young person that is also a safeguarding concern, take immediate action by following the steps in section 7.1 and 7.4 as appropriate.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. Possible outcomes from this discussion might be:

- Referral to the Futures mental health first aiders
- Referral to CAMHS
- Discussion with parents/carers
- Support for the learner and family to access Early Help interventions

Refer to the Department of Education guidance on mental health and behaviour in Futures for more information <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-Futures--2>