



Child Protection Policy

Name of Organisation: Amy's Trust CIO

Venue/address for which policy applies: Duffield Acres, Redmile.

Date of last review: 22nd September 2025

Date of next review: 22nd March 2026

Name of author: Ruby Cox & Jenny Coates

This policy contains information split into the following categories:

- Introduction
- Organisational systems
- Roles and responsibilities
- Key contact details for this policy
- Reporting and monitoring
- Training
- Process for managing allegations of abuse
- Information:
 - Types of abuse and how to recognise them
 - Contextual safeguarding

Introduction

Amy's Trust is a new alternative learning provision which delivers specialist support through Equine Facilitated Learning. The charity was set up in memory of Amy Duffield whose connection with horses inspires the work we do. The Director, Trustees and staff are all dedicated to providing a safe and unique learning environment that is underpinned by professional policies and practices. (Visit our Amy's Trust website for more information).

In its first year Amy's Trust is aiming to be open for three days a week and will be able to deliver six, two-hour sessions, on a weekly basis. Whilst small in number we recognise that the children referred will have complex needs and we recognise that their welfare is paramount. Amy's Trust understands that safeguarding measures are integral to all aspects of the work we do and will ensure this by continuing to foster a culture of openness, trust and transparency, where safeguarding concerns are taken seriously and responded to appropriately.

Policies and practices that relate to our commitment to safeguarding include;

- Keeping a Single Central Register (in accordance with KCSIE guidance)
- Safer Recruitment Policy
- Health and Safety Policy-including risk assessments and actions to mitigate risk
- Behaviour Management Policy

- Induction arrangements for children and young people inc. risk assessment and support plan
- Induction supervision and training Policy for Staff

This policy will use three key headings to provide a clear understanding as to how Amy's Trust will ensure that good safeguarding and protection practices are embedded in all of the work that it does. The policy and future reviews of it aims to guarantee that an ethos of care and welfare for all uses is embedded in its developing culture.

Organisational systems

Our safeguarding arrangements are shaped by both National legislation and statutory guidance as well as local safeguarding expectations in Nottinghamshire.

Key documents informing our policy are;

- Children Act 1989 & Children Act 2004-duties to safeguard and promote welfare, including participation in local multiagency safeguarding arrangements.
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children (2023)
- Working Together to improve school attendance (2024)
- DFE Arranging Alternative Provision- A Guide for local authority Schools (2025)
- Nottinghamshire Safeguarding Children Partnership (NSCP/NCSP)-providing a framework of support and guidance for all agencies.

Amy's Trust have put the following systems in place to ensure that it delivers its duty of care with vigilance. It understands that many of these systems will rely on working effectively with the commissioning service, whether this is the Local authority for EOTAS placements or with schools to ensure that all aspects of their Safeguarding needs are implemented.

Systems:

The induction process for children (see young person risk assessment and care plan policy) will produce an individualised procedure for the reporting attendance and who/how to notify of any significant changes to session delivery.

The induction process for children will produce a personalised care plan (see pro forma). This will include individualised information, including a behaviour support plan, health needs and risk assessment and any current safeguarding concerns.

Amy's Trust will monitor and work with commissioning organisations to complete the new mandatory half –termly reviews, this will ensure that safety standards are met and inform the development of future good practice.

All staff will sign to say they have read KCSIE Part 1 and for Trustees this expectation also includes Part 2 (see staff training policy).

Amy's Trust has a Single Central Register. This is maintained by the Director and ensures that we comply with KCSIE guidance. All trustees and all staff working with young people have Enhanced DBS checks including barred list for those working in regulated activity. Amy's Trust understands its responsibility to keep records safely to comply with the Data Protection Act 2018 and UK GDPR. Amy's Trust uses Cliniko as its online secure software provider. Amy's Trust aims to be 'paperless' so this secure platform provider will hold all records. The Director has responsibility for access to information ensuring that confidentiality on a 'need to know basis' is upheld.

Amy's Trust is committed to providing a safe environment for all. It has been diligently set up to ensure it is HSE compliant (see Health and Safety policy).

Roles and responsibilities

As a new provision Amy's Trust has the exciting opportunity to grow a culture of 'welfare for all' from its roots. It is recognised that safeguarding is the responsibility of all the members of the Amy's Trust community and all should contribute to our safeguarding efforts by staying informed, being vigilant and working to create a safe environment for all. Further training needs will be identified as Amy's Trust evolves and be identified through self-evaluation and development planning.

Amy's Trust is dedicated to achieving high professional standards in order to support the young people placed with us. We understand that it is vital to work in partnership with the children, parents/carers, school staff and external agencies to ensure that we are informed about the individual needs of each child and can therefore respond accordingly. Excellent and efficient communication will enable us to manage individual safeguarding more effectively. Amy's Trust understands the need to work with the safeguarding practices of the school at which the child is enrolled.

We recognise that some of the children placed with us may already be seen as being 'at risk' or 'looked after'. If so, Amy's Trust will work to protect children in collaboration with multi-agency workers.

Key contact details for this policy

Senior Designated Safeguarding Lead- Ruby Cox (ruby@amustrust.org)
Tel- 07500649631 (07868003913)

Designated Safeguarding Trustee – Polly Dell'Armi

LA Safeguarding Children in Education Officer (LADO) - Zain Iqbal
(zain.iqbal@nottsgov.uk, LADO@nottsgov.uk, 07824 482429)

Community Local Authority Designated Officer – information will be obtained at induction from each commissioner at time of child placement.

Nottinghamshire Multi-Agency Safeguarding Hub (MASH):

- 0300 500 80 90 for concerns about children or adults during working hours
- If you're a professional, use the consultation line at 0115 977 4247
- In an emergency, always dial 999
- Alternatively, if you want advice from the Police and the child or adult is not in immediate need of protection, you can call the Police on the telephone number 101

Reporting and monitoring

All concerns regarding child protection will be taken seriously by Amy's Trust and responded to by the DSL. Our Staff induction (see policy) will ensure that staff are vigilant to reporting concerns and that they are aware of 'whistle blowing' systems if they feel their concerns aren't being listened to.

Our DSL will work closely with the Safeguarding Lead of all placing provisions to ensure that all protection concerns are reported and worked on collaboratively.

The DSL has responsibility for reporting. They may also seek advice and support from the Amy's Trusts Advisor, Jenny Coates, who has prior experience as a head teacher. If they feel that the protection concern is not being responded to appropriately by the placing provision, they will seek further advice from the LADO and/or from the Nottinghamshire Multi-Agency Safeguarding Hub(MASH).

If a referral is made the Trustees will be informed.

The DSL will ensure that all Child Protection information is thoroughly recorded stored safely in line with the Data Protection Act 2018 and UK GDPR and accessed on a need-to-know basis.

Training

Senior Designated Safeguarding Lead – Level 3 safeguard training

Safeguarding Trustee – Level 2 safeguard training
All trustees – Trustee safeguard training
All staff – Level 2 safeguard training

Process for managing allegations of abuse

<https://learning.nspcc.org.uk/safeguarding-child-protection/managing-allegations-of-abuse/allegations-about-staff-volunteers#skip-to-content>

Please see associated reporting template which all staff will be familiarised with

Whistle Blowing

Amy's Trust work to create a culture where all staff and volunteers will feel able to raise concerns about poor or unsafe practice and potential failures in the Amy's Trust child protection and safeguarding system and know that such concerns will be taken seriously. Opportunities for whistle blowing will be made apparent at induction.

Where a staff member feels unable to raise an issue with our director or safeguarding trustee or feels that their genuine concerns are not being addressed, other whistleblowing channels are detailed in the Keeping Children Safe in Education Part 1 (2025).

Information:

- **Types of abuse and how to recognise them**
(Information provided by TES Safeguard Training)

Child abuse is the maltreatment of a child by another person – by adults or children. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional, educational or community setting by those known to them or, more rarely, by others unknown to them e.g. via the internet.

Child abuse and neglectful behaviour can and does happen to children from any background, culture, class, ethnicity or faith and can be physical, sexual or emotional. It is important that everyone involved in recognising the signs of child abuse understand the physical indicators and symptoms.

Signs of Physical abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history. Most accidental bruises are seen over bony parts of the body e.g. elbows, knees, shins and are often on the front of the body.

Some children, however, will have bruising that is more likely to be inflicted rather than accidental. Indicators of physical abuse could include bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, this could be on their cheeks, abdomen, back and buttocks. Physical abuse may involve hitting, shaking, throwing, drowning, burning or scalding, poisoning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Signs of Sexual abuse

Sexual abuse involves someone forcing or enticing a child 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. In fact, the majority of children who are sexually abused by a carer will have no visible signs at all, due to the attacker not wanting to leave evidence, amongst many other reasons in the grooming process.

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. The activities may involve physical contact including both penetrative and non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.

They may also include non-contact activities, such as watching sexual activities, encouraging children to behave in sexually inappropriate ways, involving children in looking at, or in the production of, sexual images and grooming a child in preparation for abuse (including via the internet).

Signs of Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and 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.

Emotional abuse can be difficult to measure, as there are often no outward physical signs. Indicators of emotional abuse 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 from interacting socially with other children or adults. It could involve rejecting or ignoring a child completely, using degrading language or behaviour towards them, threatening or bullying them and encouraging them to develop behaviours that are self-destructive.

Emotional abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity. People, who work in specified occupations, including health and education, must report it if they suspect someone is being drawn into terrorism (known as the Prevent Duty).

Signs of Neglect

Neglect can be a difficult form of abuse to recognise, yet it can have some of the most lasting and damaging effects on children. One in 10 children have experienced neglect (*Radford, L. et al., 2011*) and neglect is a factor in 60 percent of serious case reviews (*Brandon, M. et al., 2013*).

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. The physical signs of neglect may include constant hunger, sometimes stealing food from other children constantly dirty or 'smelly', loss of weight, or being constantly underweight and inappropriate clothing for the conditions.

The following changes in behaviour in a child or young person may indicate neglect and these include complaining of being tired all the time, not requesting medical assistance and/or failing to attend appointments, having few friends and mentioning being left alone or unsupervised.

These definitions and indicators are not meant to be definitive, but to be viewed as guidance. It is important to remember that many children may exhibit some of these indicators at some time and that the presence of one or more should not be taken solely as proof that abuse is occurring. There are many kinds of support available to children and young people who have experienced abuse once it has been disclosed or identified.

Further types of child abuse include:

- [Bullying and cyber bullying](#)
- [Child sexual exploitation \(CSE\)](#)
- [Child trafficking](#)
- [County lines and protecting children from exploitation](#)
- [Criminal exploitation and gangs](#)
- [Domestic abuse](#)
- [Female genital mutilation \(FGM\)](#)
- [Grooming](#)
- [Non-recent abuse](#)
- [Online abuse](#)

More information on these can be found at https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/?utm_old=types

It is important that everyone working with children and young people is able to recognise the signs of possible abuse and neglect.

- Contextual safeguarding

Amy's Trust recognises that children and young people can be at risk from factors from the wider environment and networks. This can include but is not limited to peer relationships, online spaces, community locations, and specific environments like schools and neighbourhoods.

Amy's Trust works collaboratively by engaging with the specific "contexts" where harm occurs and involving sectors with influence over these areas, such as schools and youth services, to identify and respond to issues like exploitation, radicalisation, and violence.

We have included a summary of the key aspects of contextual safeguarding, so all staff and volunteers are all aware of its relevance and important to child protection:

Key aspects of contextual safeguarding

Focus on Extra-Familial Harm

The primary focus is on abuse and exploitation that happens to children beyond the boundaries of their family and home environment. This may include [child criminal exploitation](#) and [child sexual exploitation](#).

Identifying Risks in Specific Contexts

It involves understanding the social environments where children spend time—such as local parks, shopping centres, online, and other community spaces—and the risks associated with them.

Multi-Agency Collaboration

It requires different agencies, like children's social care, police, schools, and community groups, to work together to address risks in these contexts.

Understanding the "Why" and "How"

The approach seeks to understand the factors, dynamics, and specific relationships that put young people at risk of harm, whether it's from peers, other adults, or specific local issues.

Examples of Risks

Risks identified in contextual safeguarding include child-on-child abuse, sexual exploitation, criminal exploitation (like county lines), teenage relationship abuse, radicalisation, and online grooming.

Why it's important

Limitations of Traditional Safeguarding

Parents and carers have limited control over the contexts and activities their children engage in outside the home, making it challenging for them to provide direct protection in these areas.

Impact on Child Protection Systems

Children's experiences of harm in these external environments can negatively impact their well-being and relationships, making these contexts critical areas for child protection systems to address.

Comprehensive Approach

By recognising and responding to harm in different settings, contextual safeguarding provides a more comprehensive and effective way to support and protect young people in their daily lives.