

Safety Guide Safeguarding and Child Protection Policy



Issue date	September 2019
Responsibility for Review	Safeguarding Lead Manager
Review date	September 2020
Endorsed by	Managing Director Safeguarding Lead

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1. Introduction

SafetyGuide are committed to protecting all captive audiences including children, young people and adults from any risk of significant harm. The fundamental principles of this policy are based on legislation and a moral duty to safeguard the welfare of anybody who we come into contact with when we provide our service including their pupil's staff and wider community. All staff are an important part of wider safeguarding system. This system is described in statutory guidance working together to safeguard children. (KCSiE September 2019). Safety Guide recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of young people and adults.

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18
- Everyone working with students maintains an attitude of 'it could happen here' (Keeping Children Safe in Education 2019). These responsibilities apply to all members of the Company community, including contractors and visitors, during any interactions they may have with staff and our customers.

1. Statutory responsibilities and background

The Education Act 2002 ensures that responsibilities under the Education Acts are carried out with a view to safeguarding and promoting the welfare of students. The Sexual Offences Act 2003 makes it an offence for a person over 18 (e.g. a trainer or other member of staff) to have a sexual relationship with a Child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child. Safety Guide has a duty to ensure is to articulate the company stator duties, primarily under Children Act 'to ensure

children are safeguarding and their welfare is protected, and section 175 of education Act 2002 to 'safeguard and promote the welfare of all students' Safety Guide recognises that it has a statutory and Moral duty to promote and safeguard the welfare of all its children, young people and vulnerable adults they come into contact with irrespective of any of the protected characteristics under 2010 Equality act. All our customers have the right to remain safe at all times. Safety Guide has a duty to comply with current Department for Education advice and guidance and complies with:

- Keeping Children Safe in Education (September 2019)
- Working Together to Safeguard Children (July 2018)
- Home Office Counter Terrorism and Security act (Prevent Duty 2015)
- CONTEST Strategy (June 2018)
- Children Act 1989
- Manchester Safeguarding Adult and Children's Board
- Data Protection Act 2018 regulation and General data Protection regulation (GDPR).
- Information sharing (July 2018)

2. What is Safeguarding and Child Protection

Safeguarding is defined, simply, as:

- protecting children, young people and vulnerable adults from maltreatment
- preventing impairment of children's, young people's and vulnerable adult's health or development
- ensuring that children, young people and vulnerable adults are developing in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children, young people and vulnerable adults to have the best outcomes. Safeguarding is not just about protecting children, students and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:
 - children's and students' health, safety and well-being
 - the use of reasonable force
 - meeting the needs of children and students with medical conditions
 - providing first aid
 - educational visits
 - providing appropriate and agreed personal care and emotional support
 - developing strategies for on-line safety and associated issues
 - appropriate arrangements to ensure children's and students' security (KSCIE 2018)

Safeguarding relates to issues that can occur in schools or other training establishment and this policy is a mechanism to protect all students and customers we come into contact with, in whatever form that may take.

The Prevent framework sits within this safeguarding policy (and a separate policy and procedure) and is a measure 'to have due regard of the need to prevent people from being drawn into terrorism' (PREVENT Strategy) CONTEST strategy 2018: Prevent: to stop people becoming terrorists or supporting terrorism Pursue: to stop terrorist attacks. Protect: to strengthen our protection against A terrorist attack. Prepare: to mitigate the impact of a terrorist attack.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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. (KCSIE 2019)

Other Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Peer on Peer abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation (prevent)
- sexting
- teenage relationship abuse
- trafficking
- Children and the court system
 - Children missing from education

- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Up skirting

All our have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

3. Scope

The policy applies to all staff at Safety Guide

The policy applies to all our customers including Schools and Colleges

4. Aims

- To minimise risks to the safety, health and well-being of our customers and staff
- To establish a safe learning and teaching environment for all when we attend schools and colleges
- To promote a culture of safety across the company and visiting schools, colleges and other organisations
- To embed clear procedures and practise to ensure compliance with legislation
- To embed the promotion of staying safe through all aspects of the business
- To work in partnership with key stakeholders to keep children, young people and others safe
- To provide adequate training and supervision for all staff in relation to child protection and safeguarding
- To develop and embed procedures to support the most vulnerable children and young people we come into contact with from risk of significant harm
- To develop and embed clear e-safety processes throughout the company
- To develop and embed a clear Prevent strategy throughout company
- To identify safeguarding concerns and act on them quickly to keep children, young people and others safe

5. Outcomes

This policy is separate procedures that underpin the overarching policy however the whole Company is responsible for:

- Ensuring that safeguarding arrangements are in place to protect all our customers students and pupils of schools, colleges and other providers we offer our services to. SafetyGuide has established experienced strategic safeguarding leads and deputies and Single point of contact (SPOC) for prevent is a member of the managing director team. The Designated Safeguarding Lead is the Managing Director for safeguarding and consultancy.
- will monitor and review of the company action plans and improvement plans for the company to ensure that:
 - comply with legislation and Government guidance
 - ensure proactive and appropriate responses to safeguarding concerns
 - reduce the risk of harm to any student or provide a clear framework for child, young person or vulnerable adult to report or disclose any concern
- Ensures that all records are maintained appropriately and professionally adhering to the 7 golden rules for sharing information and considerations with regard to the Data Protection Act 2018 regulation and General data Protection regulation (GDPR).
- Ensure that:
 - There is a named and designated senior leader with responsibility for safeguarding, appropriately trained and refreshed every 2 years
 - A team of Designated Safeguarding People with deputy responsibility
 - The materials and content of workshops, delivery, 1:1s and guidance promotes personal safety and keeping safe, including on-line safety
 - There is a clear staff development plan in place for all levels of staff which is refreshed annually
 - There is a clear induction plan in place, to include safeguarding, for all new staff
 - All physical and virtual environments are safe places to work

Our HR team will ensure that the following policies are in place and are routinely used within the company:

- Safer Recruitment (including vetting and DBS checks)
- Whistleblowing
- Allegations against Staff
 - Code of conduct

The HR team will ensure that the Single Central Register is in place and accurate at all times.

Working in collaboration “working together”

Customer, schools, colleges and other provider’s involvement, customers, schools and colleges students/ pupils work will take a responsibility in keeping themselves safe, respect other people’s to safety, and not harm, threaten or abuse others. All customers, schools, colleges and providers will be made aware of this policy prior to booking and contacts, to support them with any disclosures that could be made.

We have adopted a “trauma informed” approach

All delivery staff and Designated Safeguarding Officers have been training in promoting a trauma informed approach to all children, young people and vulnerable adults, they are aware of adverse childhood experiences (ACES) and that through disclosures, behaviours and have embedded resilience building within delivery content and resources’.

The Role of ALL staff

All staff members have a responsibility to provide a safe environment in which all our customers, schools, colleges and other providers students and pupils stay safe if they come into contact with the company either personally, verbally or other source of communication.

All staff members have a responsibility to identify children/young people/vulnerable adults who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All staff then have a responsibility to take appropriate action, working with other services as needed. In addition to working with the designated Safeguarding Team, staff members are aware that they may be asked to support other agencies in making decisions about promoting the welfare of the individual concerned

All staff members have a responsibility to identify emerging concerns and provide early intervention with support from the safeguarding team.

What our staff need to know

- **Identifying abuse**
- **Procedure for reporting and recording a safeguarding/ child protection concern**
- **Role of DSO and DSL and who are the safety Guide DSOs and DSL**

All our front line staff and Designated safeguarding officers are aware of our local early help process and understand their role in it. All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.(KSCIE 2019)

What our staff should look out for

- Staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children/young people/vulnerable adults who may be in need of help or protection
- Staff members working with children/young people/vulnerable adults are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned
- There are various expert sources of advice on the signs of abuse and neglect. Our Local Safeguarding Boards can advise on useful material, it is mandatory that all our

staff have a copy of and have read **Keeping children safe in education Statutory guidance for schools and colleges Part one: Information for all school and college staff September 2019 part 1**, another good source of advice is provided on the NSPCC website.

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to a member of the Safeguarding Team who can contact adult or children's social care where appropriate.

What staff should do if they have concerns about a child/young person or vulnerable adult

Acting on signs of abuse and Identifying signs of abuse

'Disclosure' can happen in many ways (whether explicitly or just suspected) and staff need to be alert to the signs. Young people can make many attempts to reveal abuse before it is heard or acted upon.

(See Appendix 1)

Reporting abuse to Designated Safeguarding Officer

Whether a member of staff knows or just suspects that abuse is occurring/ has occurred, they should refer the matter as soon as possible (**normally the same day**) to a DSO. This is to ensure that any actions, reports, legal requirements are carried out quickly, accurately and appropriately to safeguard the young person.

If the disclosure arises as an emergency the DSO should be contacted **immediately** as should emergency services or other agencies.

The referral to the DSO may initially be made verbally or in writing. If verbally it should be followed up with the standardised referral procedure shortly afterwards. **(See Appendix 1)**

The DSO will make a decision on the next steps for the referral (**see Appendix 2**) they will usually decide whether to make a referral to children's or adult social care in the relevant local authority area. It is important to note however: any staff member or member of the public can refer their concerns directly using the local authority referral process or seek advice from the NSPCC. However, we would only expect this to occur in exceptional circumstances or where a member of the safeguarding team is not available.

It is important that anyone at risk receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. See referral flow chart below: a similar process applies where vulnerable adults are concerned however the referral would be made via adult services.

Please note the reference to “safeguarding lead” in this diagram refers to the appropriate “Designated safeguarding Officer and Designated safeguarding Lead” in the context of Safety Guide.

The Below Diagram is taken as guidance from **KCSIE 2019**

Allegations of Abuse made against staff

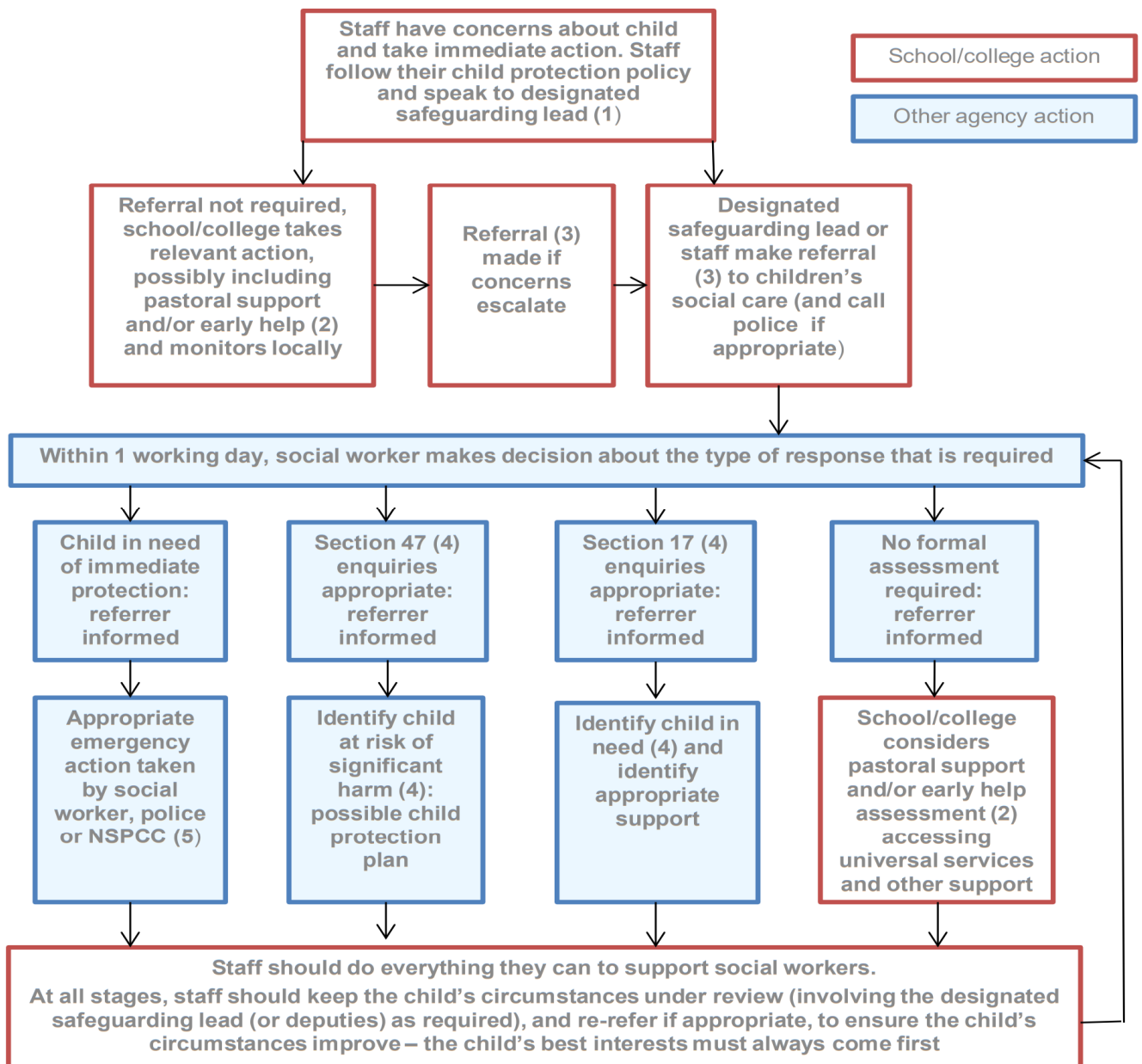
Safety guide uses the guidance from “Keeping Children Safe in Education 2019” because its target audience and customers are predominantly schools, colleges and other training providers in respect of all cases in which it is alleged that a trainer or member of staff (including volunteers) for children under 18 years of age has:

- behaved in a way that has harmed a child/young person, or may have harmed a child/young person; • possibly committed a criminal offence against or related to a child/young person; or
- behaved towards a child/young person or children/young person in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children/young people. The guidance relates to members of staff who are currently working at in the company regardless of whether the company, training environment, school, and college is where the alleged abuse took place. Allegations against a member of staff who is no longer an employer or historic allegations are referred to the police. For further details please refer to the companies Disciplinary Policy and flow chart.

Some rare allegations will be so serious they require immediate intervention by children’s social care services and/or police. The Local Authority Designated Officer (LADO) is informed of all allegations that come to the company’s attention and appear to meet the criteria so they can consult police and children’s social care services as appropriate, where there are concerns regarding allegation made against staff who work in a school, college or education setting.

(See allegations against staff policy)

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

6. Accompanying Policies:

GDPR policy
Whistle blowing policy
Allegations against staff policy
Safer recruitment policy (including Vetting and DBS checks)
Code of Conduct policy
PEVENT Duty policy
Mentoring and aftercare service policy

Accompanying Procedures – appendices:

Appendix 1- Raising a safeguarding and child protection procedure – flowchart
Appendix 2- Designated person procedure - flowchart
Appendix 3 - Whistle blowing procedure
Appendix 4- Specialised staff safeguarding training Matrix
Appendix 5- DSO supervision model

The policy will be reviewed by the Managing Director of safeguarding on a regular basis in accordance with legislative developments and the need for good practice.