



SAFEGUARDING (CHILD PROTECTION) AND PREVENT POLICY

Related Documents:

Procedures:

Guidance:

Keeping children safe in education September 18
Working together to safeguard children July 18

Director Approval:

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SAFEGUARDING (CHILD PROTECTION) AND PREVENT POLICY

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INTRODUCTION

The Safeguarding and Prevent Policy for Creative Alliance reflects the importance of our responsibility to safeguard and promote the welfare of all our apprentices and staff by protecting them from physical, sexual or emotional abuse, neglect and bullying. We are committed to providing a caring, friendly and safe environment for all our apprentices so that they can learn in a relaxed and secure atmosphere. We believe every apprentice should be able to participate in all learning and social activities in an enjoyable and safe environment and be protected from harm.

Creative Alliance have a statutory requirement under Sections 27 and 47 of the Children Act 1989 to assist the Local Authority Social Services Department acting on behalf of children in need. Creative Alliance will safeguard and promote the welfare of children in compliance with the DfE guidance *Keeping Children Safe in Education (September 2018)* and associated guidance *Working Together to Safeguard Children (July 2018)*. Creative Alliance also complies with the statutory guidance on children who run away or go missing from home or care (January 2014) and The Prevent Duty (The Counter-Terrorism and Security Act June 2015) and Social Media for Online Radicalisation (July 2015) and this Policy should be read in conjunction with these procedures and guidance.

All staff and two directors are required to sign that they have read Part 1 of Keeping Children Safe in Education: Information for all school and college staff.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about raising awareness; that they overcome professional disbelief that such issues will not happen at Creative Alliance and ensure that we work alongside other professional bodies and agencies to ensure that our apprentices and staff are safe from harm.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. At Creative Alliance, we are fully committed to safeguarding and promoting the welfare of all learners and staff. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

At Creative Alliance, all employees are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The principle objectives of this policy are that:

- All staff will understand what radicalisation and extremism are and why we need to be vigilant.
- All apprentices and staff will know that Creative Alliance has policies in place to keep them safe from harm and that Creative Alliance regularly reviews its systems to ensure they are appropriate and effective.

Creative Alliance's curriculum promotes respect, tolerance, and diversity. Apprentices and staff are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

It is recognised that apprentices or staff with low aspirations are more vulnerable to radicalisation and, therefore, we strive to equip our apprentices and staff with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Apprentices and staff are briefed during induction about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they read or see on the Internet.

Inappropriate websites are banned and cannot be accessed from Creative Alliance premises.

Creative Alliance staff, associates and volunteers will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities including their statutory safeguarding duties.

Through various training opportunities within Creative Alliance, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Designated Safeguarding Officer with Lead Responsibilities

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5. POLICY & PROCEDURES: SAFEGUARDING

West Midlands Creative Alliance has a statutory and moral duty and commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults receiving education and training with West Midlands Creative Alliance.

“Children and young people” means those under the age of 18.

A vulnerable adult is defined as a person whom:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or at risk of abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Employers also have a responsibility to the learners they employ. We also recognise that we have a duty to help employers, staff and learners to recognise their responsibilities, through guidance, support and training. As the employer of a learner, it is important that you understand your responsibilities to the learner and what safeguarding means to you. The following information should provide answers to some of the questions you may have. If they are not answered here, please get in touch with us using the contact details provided.

The aims of this Policy are:

- To identify the expectations of staff in relation to safeguarding
- To ensure relevant and effective safeguarding practices are in place
- To ensure the right of every applicant and apprentice to learn within a safe environment
- To promote awareness to staff of the need to safeguard children and to recognise that safeguarding is everyone’s responsibility
- To ensure that the fundamental rights and needs of our applicants and apprentices are observed
- To prevent abuse through the pastoral support offered to all applicants and apprentices
- To raise awareness of different types of abuse and children in need issues
- To provide guidelines for staff in handling matters relating to actual or suspected child abuse and to recognise the signs and report accordingly
- To ensure staff act professionally
- To deter potential, unsuitable individuals from applying to Creative Alliance by demonstrating our attentiveness and vigilance in relation to safeguarding through our website and job advertisements
- To reject at recruitment stage anyone where we have doubts about suitability
- To prevent the risk of abuse by ensuring procedures and standards are in place

What is Safeguarding?

Safeguarding regulations have been around for a while, across a wide range of legislation, but were brought together by the Safeguarding Vulnerable Groups Act 2006.

This legislation provides definitions of children and vulnerable adults and sets out the legislative framework of measures to protect them from harm.

- Promotion of your health and development

- Ensuring your safety and care
- Ensuring you are offered the best life chances
- Protection from abuse and neglect
- Prevention of bullying and harassment

The term 'safeguarding' embraces both child and vulnerable adult protection and preventative approaches to keep our students, staff and employers safe. Safeguarding encompasses students' health and safety, welfare and well-being.

Creative Alliance is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and employers to share this commitment. We have developed a Safeguarding Policy and Procedure that aims to meet this commitment.

Definitions

Safeguard	Protect from harm or damage with an appropriate measure
Vulnerable	Exposed to the possibility of being attacked or harmed, either physically or emotionally
A vulnerable adult	Is in need of special care, support, or protection because of age, disability, or risk of abuse or neglect
Safeguarding	Is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism related activity
Vulnerability	Describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation

Types of Abuse

<p>Physical abuse</p>	<p>Is defined as the use of physical force that may result in bodily injury, physical pain, or impairment. Physical abuse may include but is not limited to such acts of violence striking, hitting, beating, pushing, shoving, shaking, kicking, pinching and burning. It may be done deliberately or recklessly or be the deliberate failure to prevent injury occurring.</p>
<p>Sexual abuse</p>	<p>Sexual abuse involves a child, young person or vulnerable adult being forced or coerced into participating in or watching sexual activity. It is not necessary for the child, young person or vulnerable adult to be aware that the activity is sexual and the apparent consent of the child, young person or vulnerable adult is irrelevant.</p>
<p>Emotional/psychological abuse</p>	<p>Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the child, young person or vulnerable adult's behaviour and emotional development, resulting in low self worth. Some level of emotional abuse is present in all forms of abuse.</p>
<p>Financial abuse</p>	<p>Tactic used by abusers to limit and restrict their victims' access to their finances. For example, a young adult having their benefits taken away from them by a carer.</p>
<p>Neglect by others</p>	<p>Where a parent, carer or guardian will actively and knowingly fail to care for or attend to the basic needs of a child or vulnerable adult. For example, not feeding a child and/or leaving them in the same clothes and not helping them wash for days on end. It will result in serious impairment of the child or young person's health or development.</p>
<p>Self-neglect</p>	<p>Is any failure of a person to take care of themselves. It could be a result of poor health, depression, cognitive problems or being physically unable to care for themselves. In this situation, family and carers would be expected to pick up on these signs and give or apply for appropriate care.</p>
<p>Discriminatory abuse</p>	<p>Is when you are picked out deliberately for unfair treatment because of a protected characteristic. For example, a vulnerable adult is picked on by an employer because of their disability.</p>
<p>Organisational abuse</p>	<p>Is where an institution fails to provide basic care for its residents. It is also related to gang culture where an individual is forced into committing crime for the financial gain of gang leaders.</p>

Why is safeguarding necessary for employed learners?

Providers of government funded training have a duty to safeguard their learners and to take such steps that try to ensure the safety and well being of its learners at all times. As part of that duty, we will talk to you about what you can do to ensure that learners are not exposed to threats or dangers.

What are the responsibilities of an Employer?

- To understand what is meant by safeguarding and promote the welfare of learners
- Be aware of your statutory duties towards the welfare of children and vulnerable adults
- Be familiar with our guidance, in particular, the reporting arrangements
- It is the responsibility of the employer to ensure employees working alongside learners are free from convictions in relevant offences listed with the Disclosure and Barring Service, are not undertaking regulated activity with children and vulnerable adults, and of sound character and judgement and will not pose as any threat or danger to learners.

What do I do if my apprentice discloses information to me?

- Re-assure the learner that they have done the right thing
- Record what the learner said, using their words where possible. Sign and date the record
- Inform our Designated Person or deputy as soon as possible and pass on the written record
- Maintain confidentiality and do not discuss with others
- Listen without making judgements
- Stay calm
- Try not to ask questions, but if you must, make sure they are open-ended questions to clarify understanding and not to probe or investigate
- Don't give an opinion or offer advice
- Don't promise confidentiality - explain you may need to talk to a designated safeguarding officer
- Employees working closely with children or vulnerable learners should be alert to the possibilities of harm and they should inform only—and not investigate or offer advice.

If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and document and email / phone one of our Designated Safeguarding Team within 24 hours of the disclosure. Unless the child is in immediate harm, where the relevant authorities will be contacted immediately. In this situation ensure that the child is accompanied and kept safe until the relevant authorities arrive.

Designated Safeguarding Officer with Lead Responsibilities

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REPORTING FOR FGM

The only exception to this is if the form of abuse disclosed is one of Female Genital Mutilation (FGM) on a girl under 18. In this instance the police must be immediately informed by the person to whom the disclosure has been made or have observed physical signs which leads them to believe an act of FGM has been perpetrated. It is important to remember that the safety of the girl is the priority.

It is recommended that you make a report orally by calling 101, the single non-emergency number. You should be prepared to provide the call handler with the following information: Explain that you are making a report under the FGM mandatory reporting duty

- Your details: Name, contact details (work telephone number and e-mail address) and times when you will be available to be called back, job role, place of work
- Details of your organisation's designated safeguarding lead: name, contact details (work telephone number and e-mail address), place of work
- The girl's details: name, age/date of birth, address

Throughout the process, you should ensure that you keep a comprehensive record of any discussions held and subsequent decisions made, in line with standard safeguarding practice. This will include the circumstances surrounding the initial identification or disclosure of FGM, details of any safeguarding actions which were taken, and when and how you reported the case to the police (including the case reference number).

You should also ensure that your organisation's designated safeguarding lead is kept updated as appropriate as well as the Designated Safeguarding Lead at Creative Alliance.

In line with safeguarding best practice, you should contact the girl and/or her parents or guardians as appropriate to explain the report, why it is being made, and what it means. Wherever possible, you should have this discussion in advance of/in parallel to the report being made. However, if you believe that telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or of the family fleeing the country, you should not discuss it.

FGM is child abuse, and employers and the professional regulators are expected to pay due regard to the seriousness of breaches of the duty.

CYBERBULLYING

What is cyberbullying?

Cyberbullying is when someone uses technology, like the internet or a mobile phone, to deliberately hurt, humiliate, harass, intimidate or threaten someone else. It is different from bullying at school or in the community because it can happen at any time of the day or night and it may feel like you can't get away from it. This may leave the child feeling scared and unsafe at home.

Here are also some links to useful websites to help you with online safety and cyberbullying

www.Bullying.co.uk

www.childline.org.uk

www.thinkuknow.co.uk

Cyberbullying involves the use of electronic communication devices to bully people. These include: mobile phones, tablets, iPods, laptops and PCs

Social media platforms such as Facebook, Instagram, Twitter and WhatsApp are used by cyberbullies to put out their communications

Who is most at risk?

Children using social media unsupervised

Vulnerable adults are particularly at risk if they are using social media, as they may be more emotionally and mentally susceptible to the abuse

Definitions

Flaming	Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
Denigration	Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
Exclusion	Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
Outing	Sharing secrets about someone online including private information, pictures, and videos.
Impersonation	Tricking someone into revealing personal information then sharing it with others.
Harassment	Repeatedly sending malicious messages to someone online.
Cyberstalking	Continuously harassing and denigration including threats of physical harm.

CYBERBULLYING: TOP TIPS

Top Tips for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are.
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult at work, home or at Creative Alliance immediately.

Top Tips for Mobile Phone safety

1. Remember if you are being bullied it isn't your fault and there is nothing so awful that you can't speak to someone about it. Talk to a trusted adult at work, home or at Creative Alliance.
2. Don't reply to any nasty messages you receive.
3. Don't reply to a text from someone you don't know.
4. Keep the messages you have been sent so you can show them to a trusted adult and make a note of the time and date of the messages or calls you receive.
5. Don't answer calls from withheld numbers or numbers you don't recognise, let it go to voicemail.
6. Block numbers from people who are sending you nasty messages.
7. If you are bullied repeatedly you can change your number.
8. Don't give your mobile number to someone you don't know.
9. Don't send pictures to someone you don't know.
10. If the problem is serious you can report it to the police, cyber mentors, or childline.

Top Tips if you are being Bullied Online

1. Tell an adult you trust if you are being cyberbullied.
2. Don't respond or retaliate to bullying messages – it could make things worse.
3. Block users who send you nasty messages.
4. Save abusive emails or messages (or texts) you receive.
5. Make a note of dates and times you receive bullying messages, as well as details you have of the user's ID and the url.
6. Don't pass on any cyberbullying videos or messages – this is cyberbullying.
7. If you are bullied repeatedly change your user ID, or profile, and use a name that doesn't give any information away about you.

Visit www.bullying.co.uk – this is a website where trained counsellors can support you if you are being bullied, either by chatting online or by calling their free helpline. You can also find some top tips on how to stay safe.

GROOMING

What does the term grooming mean?

- Grooming is a word to describe people befriending children and vulnerable adults to take advantage of them for sexual preferences
- Grooming is also used by extremist groups to radicalise individuals in to supporting and potentially committing terrorist attacks
- You will probably associate grooming with children, and predominantly this is what you will hear and see in the media on the subject, but it does also affect vulnerable adults.

What is sexual online grooming?

- Sexual online grooming is when people form relationships with children pretending to be their friend, using social media platforms to do so
- The person carrying out the online grooming will try to establish the likelihood of the child telling someone. They will also find out as much as they can on the child's family & networks
- Online groomers will tend to use chatrooms, which are focussed on young people. There are countless teen chat rooms on the internet
- Those carrying out the grooming will pretend to be a child themselves, similar in age to the person they are grooming. They will even change their gender to make it easier to befriend the person they are grooming
- Grooming online is anonymous and children find it easier to trust an online 'friend' than someone they have met 'face to face'

How do you know if a child is being groomed online?

- Wanting to spend more and more time on the internet
- Being secretive about who they are talking to online and what sites they visit
- Switching screens when you come near the computer
- Possessing items – electronic devices or phones – you haven't given them
- Using sexual language, you wouldn't expect them to know
- Becoming emotionally volatile

Grooming – In Person

- Groomers will hide their true intentions and may spend a long time gaining a child or vulnerable adults trust
- They may try to gain the trust of the whole family to allow them to be left alone with a child or vulnerable adult
- Groomers may deliberately try to work with children or vulnerable adults and gain the trust of their colleagues

To gain trust, groomers will

- Pretend to be someone they are not, for example saying they are the same age online
- Offer advice or understanding
- Give the child or vulnerable adult attention
- Use their professional position or reputation
- Take them on trips, outings or holidays or buy gifts

Children or vulnerable adults may not speak out about their situation because they

- Feel ashamed and / or feel guilty
- Are unaware that they are being abused
- Believe they are in a relationship with a 'boyfriend' or 'girlfriend'

SAFER RECRUITMENT

Creative Alliance carries out a safe recruitment process that:

1. Alerts all applicants to the fact that the company follows Safer Recruitment practices
2. Requests references that follow Safer Recruitment practices
3. Ensures that all appropriate checks are carried out on new staff that will work or come into contact with children and adults at risk in line with the Disclosure and Barring Service requirements.

See Safer Recruitment policy for further detail on recruitment procedures.

Disclosure and Barring Service Checks

The Disclosure and Barring Service (DBS) is an executive agency of the Home Office and its primary purpose is to help employers make safer recruitment decisions and appointments. By conducting checks and providing details of criminal records and other relevant information, DBS helps to identify applicants who may be unsuitable for certain work and positions, especially those involving contact with children (those less than 18 years old) or adults at risk.

Depending on the type and regularity of contact with children or adults at risk involved in a particular role, employers are entitled to make appropriate types of enquiry about the applicant's criminal record and seek a disclosure through a DBS check.

Creative Alliance can undertake five types of criminal records checks depending on the role applied for.

However, the most usual check is the Enhanced DBS & barred list check (child and adult): An enhanced check with information from the DBS's children and adults barred list is only available for those individuals engaged in regulated activity with both vulnerable groups including children and a small number of posts as listed in the Police Act regulations.

We request to see all enhanced DBS certificates and make a note of the number and date of issue in the personnel records. Existing or new staff without an Enhanced DBS certificate or whose certificate is more than three years old are required to obtain one. This is done through our IQA, Julie Simpson, and via a partner organisation called Blue Whale Training.

Staff Training

All staff who have significant access to children, young people and vulnerable adults, including the senior member of staff with lead responsibilities, will receive relevant training to enable them to carry out the duties required of them.

All members of staff and others will be informed of the contents of this policy and will be advised of the related procedures and guidance.

The DSL and deputy will be available to provide advice and support to other staff on issues relating to the protection of children, young people and vulnerable adults but all staff have particular responsibility to be available to listen to children, young people and vulnerable adults studying with Creative Alliance.

REPORTING A CONCERN

If the learner has a concern over their own personal welfare and wellbeing, you are to listen to and record all information given, making no judgement or assumptions. Take any actions required to secure the immediate safety of the child or adult at risk if deemed appropriate, this may involve staying with them until a responsible adult can be located. This will only be recorded on the reporting form *during* the conversation if the learner agrees.

See Page 7 **What do I do if my apprentice discloses information to me?**

You must record the conversation as soon as is possible after meeting with the learner and report the issue to the designated officer, regardless of whether the learner agrees, using the Safeguarding Reporting Form. The DSL will discuss the incident/concerns with relevant parties (employer, parent, previous learning organisation, referring organisation such as DWP) as appropriate: to establish if this is a Safeguarding issue.

The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate.

The DSL will store the Safeguarding Reporting Form on a secure area away from company's shared area. A note will be kept on the Safeguarding Incident Log.

The member of staff will provide written updates as appropriate and requested by the DSL.

Concern/ allegation about a member of Creative Alliance staff

- Remind all learners that if they have a concern over their own personal welfare and wellbeing that they do not feel comfortable talking to their Development Coach about, they are to contact Creative Alliance Designated Lead Officer or deputy. Contact details for the designated person are available in this policy and on Creative Alliance external website.
- If a parent contacts you to report a concern about their child. Ensure you listen and record the details as per a learner reporting a concern to you.
- Ensure you have contact details for the parent. You must report the issue to the designated lead officer. The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate, liaise with the parent.
- Be mindful of confidentiality as all learners aged 16 and above and of employed status are deemed to be adults, and therefore no information should be passed to parents or carers without prior content to do so from the learner.

Safeguarding at work

If you observe a safeguarding issue taking place within the working practices of an employer's setting - example would be a practitioner hitting a child or observing inappropriate restraint techniques. Take action to stop the activity immediately, and inform the individual of your concerns, ask them to remove themselves from the area and advise them you will inform their senior manager.

Take any actions to secure the safety of the child or adult at risk, this may involve staying with them until a responsible adult can be located. Inform your designated safeguarding officer. Be mindful of differences between poor practice and a safeguarding issue and apply your action appropriately.

If a learner reports unsafe practices or safeguarding issues to you within their working

environment advise the learner to follow in house reporting or whistle blowing procedures. You may support the learner in speaking to the appropriate senior team members. Report the incident to your designated safeguarding officer who will offer additional guidance and signposting for the learner and will monitor.

It is important you do not pass any information to other parties or try to investigate the concern yourself. All concerns should be reported to the designated safeguarding officer as soon as possible.

Keeping Yourself Safe

To maintain yours and the learner's safety, the following are strictly prohibited:

- Befriending learners on personal social media sites
- Distributing personal telephone numbers to children or young people under 18.
- Visit learners at home or transporting learners to and from locations (this includes travelling in the car with a learner driving)
- Do not use sarcasm, insults or belittling comments towards learners
- Personal relationships with learners

It also important to be mindful of the following when conducting yourself:

- You will naturally build a rapport with learners through the apprenticeship contact, and the learners may see you as a confidant and support but be sure to maintain professional boundaries whenever carrying out work on Creative Alliance behalf.
- Be respectful of all young and vulnerable people, and appreciate you are in a position of trust. We have the opportunity to listen to their concerns and support them.
- Uphold confidentiality within certain remits when required, by the situation, but be careful not to promise to keep secrets or ask others to do so.
- Avoid spending time alone with learners in a closed environment. If this is unavoidable for example during a formal assessment/examination, ensure a member of the site staff is aware where you are and monitors this.
- Be careful when giving learner advice – as this is based on your opinion, focus support around information (facts) and guidance (signposting).
- If at any point, you feel unsafe in a learner's company inform the site manager, your line manager, the designated safeguarding officer and leave the premises.

‘WHISTLE BLOWING’

It is acknowledged that there may be times where the staff ‘witness’ an incident, action or event that may give them cause for concern.

If any member of staff witnesses a potential safeguarding issue, they must treat it as a matter of urgency and contact one of our Designated Safeguarding Team. Any concern must be documented and emailed to the Designated Safeguarding Lead within 24 hours of the disclosure. Unless the child is in immediate harm, where the relevant authorities will be contacted immediately. In this situation ensure that the child is accompanied and kept safe until the relevant authorities arrive.

We are committed to the safety and security of all learners at all times whilst in our care equally, we are committed to the safety and security of all staff. Therefore, we recognise the issues and concerns in regard to reporting concerns regarding the care and welfare of the learners within the business.

- All staff are required to share any concerns in regard to any staff practices that compromise the safety of the learners to a designated safeguarding officer.
- Failure to notify the designated safeguarding officer of any concerns regarding any incidents, events or practice by individual staff will result in referral to the safeguarding team, Ofsted and the police for investigation.
- Where external authorities are conducting their own enquiries, our own investigation will run in parallel without jeopardy to any official enquiries and the member of staff will be placed on suspension.
- Any staff member who discloses a concern will be given assurance of confidentiality as far as practically possible, without jeopardy to any investigations by external authorities or our own investigation
- Any staff member expressing a concern about their safety following a disclosure will be give all necessary support to enable them to continue in their role with security safely

6. AIMS OF THE POLICY

To ensure that Creative Alliance:

- provides a safe environment for children, young people and vulnerable adults to learn in.
- identifies children, young people and vulnerable adults who are suffering, or likely to suffer significant harm; and
- takes appropriate action to see that such children, young people and vulnerable adults are kept safe, both at Creative Alliance's training facility and whilst working with partner organisations.
- regularly reviews policies and procedures with the aim of:
 - raising awareness of issues relating to the welfare of children, young people and vulnerable adults and the promotion of a safe environment for children, young people and vulnerable adults learning;
 - aiding the identification of children, young people and vulnerable adults at risk of significant harm, and providing procedures for reporting concerns;
 - establishing procedures for reporting and dealing with allegations of abuse against members of staff;
 - enabling staff to develop safer working practice.

In developing policies and procedures, account will be taken of, guidance issued by the Department for Education and other relevant bodies and groups. The procedures will be developed in co-operation with local Safeguarding Boards.

Creative Alliance will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to the appropriate agencies as agreed with the Safeguarding Boards.

7. ARRANGEMENTS FOR IMPLEMENTING THE POLICY

There will be a senior member of the management team with special responsibility for safeguarding (child protection) issues known as the Designated Member of Staff with Lead Responsibilities for Safeguarding (Child Protection). He/she shall be assisted by other members of staff with responsibility for safeguarding (child protection).

The Designated Senior Member of Staff with Lead Responsibilities (DSL) for Safeguarding (Child Protection) issues is the Director, Noel Dunne. The Deputy Designated Safeguarding Officer is Julie Simpson However, the day to day responsibilities for Safeguarding (Child Protection) have been delegated to all members of the team involved in directly communicating with/working with learners who are aware that they must alert the DSL to any concerns that they have.

Noel Dunne has a key duty to take lead responsibility for raising awareness amongst staff of issues relating to the welfare of children, young people and vulnerable adults. He also has lead responsibility for the promotion of a safe environment for children, young people and vulnerable adults learning within the learning environment and associated partner organisations.

He has received training in safeguarding (child protection) issues and inter-agency working as required by the Safeguarding Boards, and will receive refresher training at least every three years. He will keep up to date with developments in safeguarding (child protection) issues. All staff and Directors will also receive training, as appropriate.

The Designated senior member of staff is responsible for:

- Overseeing the management of policy and procedure for safeguarding.
- Overseeing the referral of cases of suspected abuse or allegations to relevant authorities.
- Providing advice and support to other staff on issues relating to safeguarding (child protection).
- Maintaining a proper record of any safeguarding (child protection) referral, complaint or concern. This is logged in a safeguarding folder kept securely on an encrypted computer on a secure cloud based storage system.
- Ensuring the parents of children, young people and vulnerable adults within West Midlands Creative Alliance are aware of the safeguarding policy.
- Liaising with the Local Authority and Safeguarding Boards and other appropriate agencies.
- Liaising with partner organisations which send learners to West Midlands Creative Alliance to ensure that appropriate arrangements are made for the learners.
- Liaising with employers and partner organisations that receive children, young people and vulnerable adults from West Midlands Creative Alliance on long term placements to ensure that appropriate safeguards are put in place.
- Ensuring that safe arrangements are made for children, young people and vulnerable adults coming to West Midlands Creative Alliance for work experience.
- Ensuring that staff receive basic training in safeguarding (child protection) and Prevent issues and are aware of the organisations safeguarding (child protection) and Prevent procedures.

Noel Dunne will provide ongoing reports to the Directors of West Midlands Creative Alliance setting out how the organisation has discharged its duties. He is responsible for reporting deficiencies in procedures or policy identified by the Safeguarding Boards (or others) to the Directors at the earliest opportunity. All Directors have a specific responsibility on behalf of the organisation to ensure that Creative Alliance has appropriate safeguarding policy and procedures and should receive training on Safeguarding.

ADDITION TO THE SAFEGUARDING POLICY - THE PREVENT DUTY AND PROMOTING BRITISH VALUES

The Counter Terrorism and Security Act 2015 has introduced the Prevent Duty for various bodies including all FE colleges, adult education providers and independent learning providers with ESFA funding or with over 250 students enrolled. Ofsted are already including an assessment of its implementation in their inspections.

The Prevent Duty has "due regard to the need to prevent people from being drawn into terrorism" (Counter Terrorism and Security Act 2015: Part 5, Chapter 1, Section 26).

There is an important role for further education institutions, including sixth form colleges, and training providers in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

To comply with this Duty, education institutions will have to have to:

- work in partnership with, and actively engage with governors, principals, managers and leaders, (from community or mosques, etc), and other partners including the police, local support agencies, Prevent, college staff, liaison officers and BIS prevent officers.
- they will need to make sure that all have undertaken appropriate training or development and share information across relevant curriculum areas.

Clearer guidance needs to be filtered to staff at all levels, about how to deal with:

- inappropriate material and behaviours.
- disclosures by learners about their exposure to extremist actions, views or materials.
- accessing extremist material on line.
- peer concerns.
- intolerance of difference.
- anti-Western or Anti-British views.
- the impact on the student and the FE Institution.

Creative Alliance takes Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will:

- provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify learners who may be at risk of radicalisation.
- we will build learners resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- we will assess the risk, by means of a formal risk assessment, of learners being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- we will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way.
- we will be aware of the online risk of radicalisation through the use of social media and the internet.

- as with managing other safeguarding risks, our staff will be alert to changes in learners' behaviour which could indicate that they may be in need of help or protection (learners at risk of radicalisation may display different signs or seek to hide their views).
- we will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern.
- we will work in partnership with our SFA contact and BIS Prevent Officers for guidance and support.

It is important to assist and advise learners who raise concerns and are able to point them to the right support mechanisms and report those concerns appropriately. We will ensure that all staff working with children, young people and vulnerable adults will undertake Prevent awareness training.

Prevent

Another aspect of safeguarding is the PREVENT duty, which requires the Education sector to have "due regard to the need to prevent people from being drawn into terrorism", supporting terrorism or being drawn into non-violent extremism.

Counter-Terrorism and Security Act

Section 26 of the Counter Terrorism & Security Act places a duty on certain bodies (specified authorities – listed in Schedule 6) to have "due regard to the need to prevent people from being drawn into terrorism". Guidance is issued under Section 29 of the Act:

- 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

Purpose of Prevent

- Prevent aims to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities.
- It also aims to support institutions, such as schools, colleges and universities where this may happen.
- All frontline staff have a responsibility to report any instances where they think they have identified a Safeguarding issue to their Designated Lead Safeguarding Officer or Deputy.

Responsibilities

All provider staff have a legal responsibility under the Prevent Duty to make sure that:

- They have undertaken training in the Prevent Duty as identified by their management
- They are aware of when it is appropriate to refer concerns about learners to the Prevent officer, usually the provider's Safeguarding officer
- They exemplify **British values** of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice

The Prevent Strategy will specifically

- 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 and work with sectors and institutions where there are risks of radicalisation which we need to address

What is CONTEST?

CONTEST is the Government's Counter Terrorism Strategy, published in July 2006 and refreshed in March 2009. The aim of the strategy is 'to reduce the risk from international terrorism, so that people can go about their lives freely and with confidence.'

CONTEST has four strands, often known as the four Ps. The aims of the 4 Ps are:

- **PREVENT** - to stop people becoming terrorists or supporting violent extremism
- **PURSUE** - to stop terrorist attacks through disruption, investigation and detection
- **PREPARE** - where an attack cannot be stopped, to mitigate its impact
- **PROTECT** - to strengthen against terrorist attack, including borders, utilities, transport infrastructure and crowded places

What is Extremism?

The Government has defined extremism as "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". This also includes calls for the death of members of the British armed forces.

What is Terrorism?

An action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

What is radicalisation?

People can be drawn into violence or they can be exposed to the messages of extremist groups by many means. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

The Government has defined extremism as "vocal or active opposition to fundamental British Values", which include:

- Individual liberty
- Rule of law
- Democracy
- Mutual respect and tolerance of different faiths and beliefs.

This includes not discriminating against those with protected characteristics (Equality Act 2010), namely:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Channel: What is Channel?

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Who does Channel work with?

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologies. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

How does Channel work?

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

How will the person be involved in this process?

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary, and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

Who can make a referral?

Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

What happens with the referral?

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary. Raising a concern If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within Creative Alliance to escalate your concerns to the appropriate leads, who can raise concerns to Channel if appropriate.



SAFEGUARDING AND PREVENT: REPORTING FORM

This form is to be used to record any concerns or incidents involving any children, young people or vulnerable adults who are learners with Creative Alliance.

The form must be sent to the Designated Senior Member of Staff with Lead Responsibilities (DSL) for Safeguarding (Child Protection) and Prevent issues: Noel Dunne, the DSL, will then discuss the situation with the appropriate external bodies and decide on the next course of action.

Name of Learner *

Age *

Employer (if appropriate) *

Contact Details *

Employer Contact Details *

Nature of Concern/Incident: Summary

Date of Concern/Incident (if appropriate)

Details of Concern/Incident

Any actions taken by reporting person

Designated Safeguarding Lead comments

Signatures/Dates

Appendix 1

Keeping children safe in education

Statutory guidance for schools and colleges

Part 1: Information for all school and college staff September 2018

Part one: Safeguarding information for all staff What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

2. 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.

3. 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.

4. 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
- taking action to enable all children to have the best outcomes

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

9. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

10. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;

- the behaviour policy;³
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

¹Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.²

The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

³All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of their local early help⁴ process and understand their role in it.

15. **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.⁵

16. **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.

⁴ Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

⁵ More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

What school and college staff should look out for

17. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

18. **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. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

20. Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;⁶ See Chapter 1 of Working Together to Safeguard Children

or a referral for statutory services, ⁷ for example as the child might be in need, is in need or suffering or likely to suffer harm. ⁷ Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to Local Authority children's social care.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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 children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) 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. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

28. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. 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.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

29. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

31. The referrer should follow up if this information is not forthcoming.

32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their

concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.⁸ If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

⁸ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

⁹ An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

Record keeping

35. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

36. It is important for children to 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.⁹ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;

- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

38. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

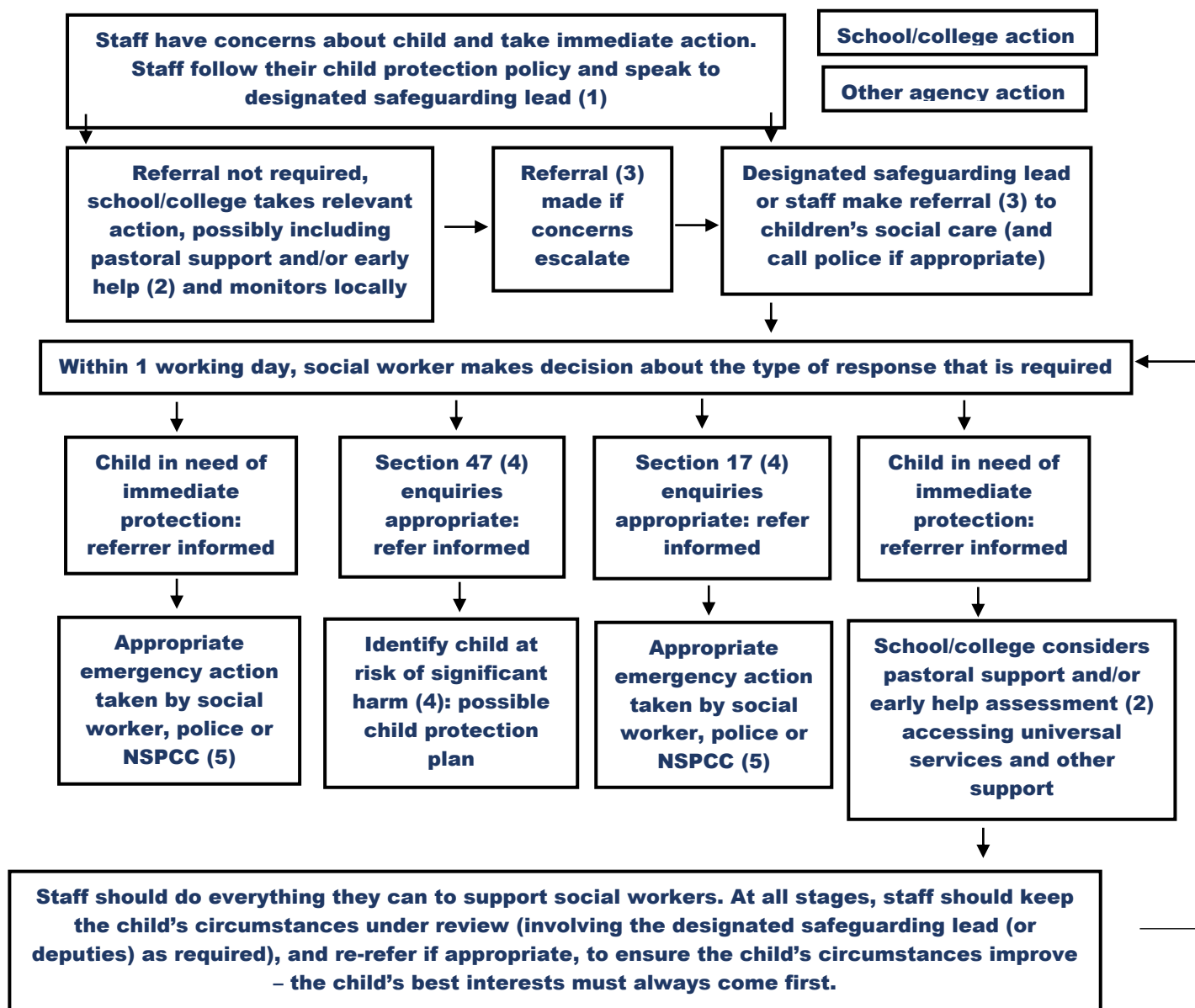
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

40. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: Advice on Whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹⁰

¹⁰ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

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 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).

Indicators of abuse and neglect

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

42. **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.

43. **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.

44. **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.

45. **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 (see paragraph 48)

46. 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.

Specific safeguarding issues

47. All staff should have an awareness of safeguarding issues that can put children at risk of them. 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.

48. All staff should be aware that safeguarding issues can manifest themselves via peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

49. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

51. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

