POLICY: **Child Protection and Safeguarding Policy**	**REF: SG004** Employment & Staff Development	VERSION: 1
APPROVAL BODY:	DATE: 22/3/17	REVIEW DATE: 22/3/18
LEAD PERSON:		
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1. 22/03/2017	Multi Academy Trust Board	New Policy
2.		

CHILD PROTECTION AND SAFEGUARDING POLICY

Purpose

The Safeguarding policy is for all staff. It outlines the Activate Learning position on Safeguarding and clarifies the action to be taken to ensure that they meet their duties relating to protecting the safety and promoting the wellbeing of young people and vulnerable adults; it signposts to related policies and additional guidance.

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.

Background

In order to deliver the Activate Learning mission **to transform lives through learning** and stay true to our learning philosophy, colleges create a safe and secure environment in which learners are enabled to develop and flourish.

Activate Learning has a legal duty to address Safeguarding. A number of pieces of legislation and guidance documents provide the legal and guidance framework within which we work.

Ofsted, the inspection and regulatory body that covers the school and further education sectors, has a keen and growing focus on ensuring that providers discharge their duties relating to Safeguarding.

Scope

This policy applies to the Activate Learning colleges and Activate Enterprise.

Children refers to learners under the age of 18.

The policy applies to situations where a child or vulnerable adult is suffering significant harm, or is likely to do so, as action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Policy Statement

Activate Learning recognises its legal and moral duty to promote the wellbeing and development of all students and protect them for harm. For that reason, Safeguarding measures are integral to many aspects of the safe and supportive learning experience we strive to create.

While the whole learning community benefits from this holistic approach to Safeguarding, we take a rigorous stance on the protection of students who are identified in Safeguarding related legislation and statutory guidance, namely those who are under 18 or who are vulnerable adults.

In relation to the environment we will :

- Provide a physical and emotional environment that is healthy, safe and secure, in which students can thrive
- Ensure that all members of the communities are identifiable by the wearing of lanyards and identity badges appropriate to their role
- Raise awareness of issues relating to Health and Safety within the organisation

In relation to staff recruitment we will :

- Implement safer recruitment procedures when employing staff and maintain accurate records of these checks on a Single Central Record
- Ensure every staff member has an enhanced DBS check
- Implement the following verification for all recruits:
  - Identity
  - Mental and physical fitness to carry out their work responsibilities. A job applicant is asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
  - Right to work in the UK
  - Professional qualifications
- Obtain references from previous employment
- Ensure a risk assessment is completed for staff awaiting a DBS check with appropriate supervision outlined within the assessment (as outlined in the Safer

Recruitment Policy) Comply with our legal duty to refer by following the ISA Referral Guidance 2010
- Ensure that at least one interviewing manager on an interview panel has undertaken safer recruitment training and that all managers complete safer recruitment training within one year of commencement

In relation to training we will :

- Train all staff and contractors so they are aware of their responsibilities, know how to protect themselves from false allegations, recognise potential Safeguarding issues and know how to respond appropriately
- Provide appropriate training to ensure members of staff are aware of the issues of Safeguarding and the procedures to follow. This includes a full Safeguarding session within new staff induction and three yearly refresher sessions as a minimum expectation with particular focus on current issues and recent changes to legislation
- Provide appropriate training to ensure members of staff are aware of the issues of Health and Safety and the procedures to follow

In relation to recognising and responding to concerns all staff will :

- Adopt and apply safe working practices
- Promote all aspects of Safeguarding to students so they know how to access support and advice
- Be aware of and alert to signs and symptoms of abuse and know to whom they should report any concerns or suspicions
- Be able to recognise when a student is not achieving their developmental potential, or when their physical or mental health is impaired
- Be able to recognise when a student is displaying risky or harmful behaviour, or is being neglected or abused
- Be able to recognise when a student or staff reported incident may be a Safeguarding concern
- Refer concerns, even if in doubt, to a designated member of staff who will refer to the appropriate authorities, so that they can investigate and take action
- Be advised to maintain an attitude of 'it could happen here' where Safeguarding is concerned
- When concerned about the welfare of a child, always act in the interests of the child
- Be aware of the expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options.
- Be aware of and follow the procedure for reporting a Safeguarding incident and other Safeguarding related procedures and guidance
- Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm

Appendix A - DBS and Safeguarding protocol
Appendix B - Guidelines for maintaining confidentiality, information sharing and recording confidential information
Appendix C - Reporting concerns or disclosures relating to Safeguarding incidents
Appendix D - Procedure for staff that are made aware of allegations against another member of staff
Appendix E - Secure Storage, Handling, Use, retention and Disposal of Disclosures and Disclosure Information Guidelines
Appendix F - Procedure for dealing with E safety issues

Appendix G - Advice for staff and procedures for handling high risk situations

In relation to staff with a specific Safeguarding responsibility we will :

- Nominate a designated Safeguarding lead who will provide support to staff members to carry out their Safeguarding duties and who will liaise closely with other services such as children's social care.
- Agree and publish clear roles and responsibilities
- Ensure all designated staff attend specialist training provided by Oxfordshire Safeguarding Children Board
- Adopt a case management approach to the identification, assessment and support of students at risk of harm
- Notify the appropriate agencies so that they can investigate and take any necessary action. It is not the responsibility of college staff to investigate suspected abuse; this is a matter for Social Services, the Police and/Multi Agency Safeguarding Hub
- Apply agreed procedures when sharing information about a student

Appendix H - Role of designated person and procedure for handling an allegation or disclosure
Appendix I - Guidance for Safeguarding team regarding Self-Harm and Suicide

In relation to students we will :

- Work with students to equip them with the knowledge needed to safeguard themselves and each other. This includes activities within the tutorial programme that promote Safeguarding concerns and issues.
- Make students aware of Safeguarding support within the college or group on a continual and proactive basis through tutorials, events and promotional material.
- Consult with students regarding issues relating to Health and Safety.
- Involve students in decision making by including them in strategic Safeguarding group meetings
- Implement procedures for identifying and assessing the risk posed by any incoming students who may pose a threat to others
- Use various methods of student engagement to regularly monitor students' perception of their safety
- Consult students to identify the issues that they face
- Liaise with feeder schools to ensure a smooth transition, with support, for applicants/new students
- Protect students from radicalisation and forms of extremism leading to terrorism by:
  - Being vigilant for the signs of radicalisation and have the confidence to report their concerns to their line manager
  - Encouraging free and open debate, but challenging extreme views and promoting the belief equality of opportunity and the celebration of diversity.
  - Forbidding the use of premises by extreme groups and preventing the distribution of extreme literature.

In relation to students missing from education we will :

- Follow the group's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future
- Ensure staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential Safeguarding concerns such as travelling to conflict zones, FGM and forced marriage

- Have an admission register and an attendance register
- Inform the local authority of any student who is going to be deleted from the admission register or if a student fails to attend college regularly, or has been absent without the college's permission for a continuous period of 10 school days or more, at such intervals agreed between the college and the local authority

In relation to Governor responsibilities we will :

- Ensure that they comply with their duties under legislation. They have regard to this guidance to ensure that the policies, procedures and training in the colleges are effective and comply with the law at all times.
- Ensure a member of the governing body is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head of Campus.

In relation to the use of contractors we will :

- Ensure that any contractor, or any employee of the contractor, who is to work at the college has been subject to the appropriate level of DBS check.
- Not allow a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.
- Check the identity of contractors and their staff on arrival

In relation to visitors we will :

- Ensure all visitors sign in and out at main receptions
- Ensure they wear a visitor lanyard at all times
- Notify all visitors of Safeguarding procedures and supply information card.

Appendix J - Procedure for arranging support for students
Appendix K - Procedure for staff in organisations where students are on work placement or similar
Appendix G - Advice for staff and procedures for handling actual or threatened self-harm or suicidal thoughts
Appendix L - Advice and procedures for staff regarding touch and restraint
Appendix M - Procedure for shared individual risk assessment
Appendix O – Prevention of violent extremism – the Prevent agenda.
Appendix P - Missing person procedure

In relation to concerns about other staff and Safeguarding procedures :

- If staff members have concerns about another staff member then this should be referred to the Head of Campus. Where there are concerns about the Head of Campus this should be referred to the chair of governors, chair of the Group Executive Team.
- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. There are appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, concerns can be raised with the group management team.
- Where a staff member feels unable to raise the issue with the group or feels that their genuine concerns are not being addressed, other whistleblowing channels are open with the Local Safeguarding Children Board.

In relation to liaison and partnership with external parties we will :

- Work together with the Local Safeguarding Teams and other relevant agencies.
- Refer to appropriate agencies e.g. the Police, Social Services or Local Safeguarding Children Board, Local Authority Designated Officer as necessary

In relation to our responsibilities in line with the PREVENT agenda we will :

- Closely follow any locally agreed procedure as set out by the Home Office and Local Authority and/or Local Authority Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
- Strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences. In our group this will be achieved by good teaching, primarily via tutorial and other personal development, behaviour and welfare topics throughout the curriculum; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of every student's pathway programme.
- We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it

Definitions

Child
A child is any person under 18 years of age. (Children's Act, 1989)

Vulnerable adult
A vulnerable adult is defined as a person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (Department of Health, 2000).

Safeguarding
Is defined as:-
protecting from maltreatment
preventing impairment of health or development
ensuring that a person is growing up in circumstances consistent with the provision of safe and effective care
undertaking that role so as to enable optimum life chances and to enter adulthood successfully

Safeguarding therefore covers more than the contribution made to child and adult protection in relation to individual children or adults. It also encompasses issues such as student health and safety, bullying, and a range of other issues, e.g. arrangements for meeting the medical needs of students with medical conditions, providing first aid, college security, drug and alcohol misuse. This list is not exhaustive and there may be other safeguarding issues that arise in the colleges.

Safeguarding is also about being proactive and putting measures in place in advance of any contact with students to ensure that students are going to be kept safe.

Duty of Care
This is the duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a student involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with students in any capacity, is considered both legally and morally to owe them a duty of care.

Abuse
This is 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. They may be abused by an adult or adults or another child or children.

Designated Person
A designated person is a member of staff who has responsibility for receiving and handling safeguarding and child protection concerns and has been trained to perform the role to an appropriate level. At Activate Learning the Group Designated Safeguarding Lead is the Group Head of Student Support.

Emotional Abuse
Emotional abuse can be defined as persistent emotional ill treatment which is likely to cause serious harm to emotional development.

Neglect
Neglect is the persistent failure to meet a person's basic physical and psychological needs, which is likely to result in serious impairment to health and development.

Physical Abuse
This can best be described as actions such as hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating that cause harm to an individual. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse
This is defined as forcing or enticing a child/young person or vulnerable adult to take part in sexual activities, whether or not they are aware of what is happening. It may involve penetrative or non-penetrative acts and includes involving children/young people or vulnerable adults in watching pornographic material or watching sexual acts.

Financial Abuse
Financial abuse is, for example, illegal or unauthorised use of a person's property, money or other valuables (including changing the person's will to name the abuser as heir), fraudulently obtaining power of attorney, followed by deprivation of money or other property, or by eviction from own home. An example of financial abuse in a College setting could be when a parent withholds a student's financial support causing them to suffer as a result.

Institutional Abuse
Institutional abuse is a spectrum of abuse which can range from isolated incidents of poor or unprofessional practice through to pervasive ill treatment or gross misconduct. It can refer to abuse in a wide range of institutions and settings where children or vulnerable adults are placed for their education, health welfare, rehabilitation, or even protection.

Self-harm
Self-harm is a wide definition that includes eating disorders, self-injury, risk-taking behaviour and drug / alcohol misuse. This policy focuses on the self-injury aspect of self-harm;

however, support is available for any behaviour which is deemed to be harmful to our students. Self-harm is not about seeking attention, a way of fitting in or a response to music, films or the 'emo' or 'gothic' culture. Prejudices and perceptions may lead people to believe they 'know' that self-harm is linked to a certain demographic or background, but each person is unique and will have found self-harm by their own route, and rely on it at times of stress due to the release and relief it offers them.

Safeguarding and Prevent Roles and Responsibilities

All staff, contractors and volunteers
Contribute to creating a safe learning for all. They are aware of and follow the organisation's Safeguarding and Prevent policies and procedures; they recognise, respond and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.

Faculty managers and teaching staff
Ensure that the learning environment is safe and that Safeguarding and Prevent is embedded within teaching practice to educate learners on staying safe, building resilience and developing critical thinking skills.

Safeguarding Officers (Level 3 Specialist trained)
Respond to Safeguarding and Prevent concerns and keep accurate case notes. Report to the Deputy Designated Safeguarding Lead to escalate any concerns that may require specialist support or referral to external support networks.

Group Safeguarding Advisers
- Respond to Safeguarding and Prevent concerns within the agreed timescales.
- Carry out assessments to determine the level of risk, raise concerns with the Designated Safeguard Lead and inform the Local Authority and other partner organisations of any concerns.
- Advise on updates on legislation and Local Authority compliance.
- Act as a key point of contact for advising staff and for gatekeeping and assessing referrals. They case work students at risk of significant harm, are the principal point of contact with outside agencies and represent the group at case conferences and inter-agency meetings.

Deputy Designated Safeguarding Leads
- Have a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties.
- Oversee the provision of resources and training for all staff.

(Group Designated Safeguarding Lead
(Group Student Support Manager)
- Acts as the main contact for outside agencies and the most senior 'go to' person in the organisation, delegating these responsibilities to the DSL as appropriate.
- Has a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties. Oversees the provision of resources and training for all staff.

Head of Campus
- Is responsible for ensuring that campuses provide a safe and secure environment and for providing a rapid and relevant response to Safeguarding concerns on campus.

Safeguarding Committee
- Represents Faculty, HR, IT, Student Support, Property and Environment, Activate Enterprise and ensures that sound arrangements for Safeguarding are in place across all these service areas.
- Steers developments; monitors and reports on compliance and impact.

Group Director of Marketing and Customer Experience
- Is responsible for ensuring that appropriate training and guidance is in place to support staff members in meeting their Safeguarding and Prevent duties and that arrangements are in place for recognising and responding to concerns, ensuring that assessments and referrals are made.

Group Director of Human Resources and Organisational Development
- Is responsible for dealing with allegations about and against members of staff, ensuring that safe recruitment processes are followed, ensuring that all the necessary staff recruitment checks and training are completed and for maintaining this information on a single central record.

Group Executive Officer
- Has organisational responsibility for ensuring Activate Learning meets its duties under Safeguarding and Prevent.

Corporation Lead Governor for Safeguarding
- Advises and guides the organisation on Safeguarding and Prevent issues.
- Provides challenge to the Executive team to improve quality of provision.