

The Safeguarding & Protection of Young People in Our Care Policy (R.E.A.L. Alternative Provision School)

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TBC

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Principles

Safeguarding is defined by the Children's Act 1989 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2002) as meaning that:

- Agencies [and organisations] working with children and young people take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised.
- Where there are concerns about children and young people's welfare, all agencies [and organisations] take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies.

The basic principles on which this policy stands include:

1. The welfare of the young person is paramount.
2. R.E.A.L. Alternative Provision School will work together with other relevant agencies.
3. R.E.A.L. Alternative Provision School will be open with parents as long as this does not put the young person at risk.
4. Confidentiality is important in all cases, but not at the expense of the welfare of the young person.
5. R.E.A.L. Alternative Provision School accepts the duty of care to all young people with which it works and will ensure that the activities it runs and the environment it works in are safe.
6. R.E.A.L. Alternative Provision School recognises the existence of unidentified abused children and that some of these may present in activities organised by R.E.A.L.
7. Each staff member, volunteer or staff contracted from outside agencies is responsible for ensuring that the policy is translated into action through his or her daily practice.

R.E.A.L. Alternative Provision School (RAPS) and its partners will ensure that all staff and volunteers interacting with young people are aware of their responsibilities for safeguarding the welfare of the young people. This will be done through providing training and support in helping them understand the needs of the young people with whom we work, as well as ensuring they

understand their individual and organisational responsibilities when working with young people.

R.E.A.L. Alternative Provision School will facilitate regular updating of training for all staff engaged in delivering its services. It is the responsibility of all members of staff to ensure that their working knowledge is updated at this training. The starting point for this training will be within the induction programme for all new staff engaged in the activities of R.E.A.L.

Commitment to Procedures

R.E.A.L. Alternative Provision School is committed to the principles which have been outlined and will implement them through the guidelines laid out in this policy. Each staff member is responsible for ensuring that the policy is translated into action through his or her daily practice.

Legal Basis of R.E.A.L. Alternative Provision School's Role

The role of R.E.A.L. Alternative Provision School is not to investigate these matters. As issues arise, R.E.A.L.'s role will be to record events. All concerns should be referred immediately back to the RAPS Designated Safeguarding Officers. From there, information will be passed on to either the Police or the relevant Children's Social Care Department. If contact cannot be made advice will be sought from the Strategic Safeguarding Coordinator.

The Role of the Safeguarding Co-ordinator within R.E.A.L. Alternative provision School

It is the role of the Strategic Safeguarding Coordinator to advise all Designated Safeguarding Officers within RAPS and to participate in the dissemination of information and 'lessons learnt' from either company practice, local serious case reviews (through the local Children's Safeguarding Board), or national legislation and guidance. The Strategic Safeguarding Coordinator will have an overview of safeguarding incidents within R.E.A.L. to enable staff training to be targeted and meaningful.

Safer Recruitment

R.E.A.L. Alternative Provision School ensures safe recruitment by undertaking the following procedures;

- All those involved in recruitment have completed safer recruitment training.
- Qualification checks.
- Enhanced DBS checks.
- National Insurance and photo ID information.
- Reference checks.

- For qualified teachers only, teachers will be subject to a prohibition check of the teacher reference number.
- Debarred by association.

An accompanying policy outlines “safer recruitment” in full detail, including procedures and practice for recruitment.

Records of Issues and Incidents

The young person at the centre of any safeguarding issue has a need for confidentiality. Therefore, RAPS has a need for security to ensure this confidentiality. However, this is not absolute confidentiality, and all records should be available for inspection by any investigating body.

All safeguarding incidents will be recorded using an agreed format and will be stored securely in a separate pupil safeguarding file. However, where concerns are raised and recorded but do not meet thresholds for referrals to relevant agencies, information will be stored on the pupils central file.

Sharing of Information with RAPS

No one will make decisions within RAPS about Safeguarding issues on their own. The only decision to make is whether to refer the matter on to an investigating body. This decision will normally be made through discussion between the staff member raising the concerns and a Designated Safeguarding Officer.

Relationships with Parents

R.E.A.L. Alternative Provision School wishes to preserve its good relationships with the parents of the young people associated with it, both as service users and volunteers. However, the first principle on which R.E.A.L.’s work is based is that the welfare of the young person is paramount. Consequently, R.E.A.L. will consult and confer with parents of the young person involved in a safeguarding matter openly and honestly, except in circumstances where the young person's welfare may be harmed by doing so.

Maintaining High Standards

RAPS places people in positions of responsibility for young people. Consequently, seeks to do all that is reasonable to ensure the good character of all employed in delivering its services, including volunteers, and the safety of young people. Therefore recruitment and induction procedures are necessarily robust and all staff and key volunteers undertake an enhanced DBS

check. R.E.A.L. recognises however that these checks are not a guarantee that the checked person's behaviour will always continue to be appropriate. All staff are responsible for maintaining high standards of behaviour when engaged in R.E.A.L.'s provision and are encouraged to raise their own concerns of others' inappropriate behaviour with the Designated Safeguarding Officer. All staff will wear photographic identification whilst engaged in the work of R.E.A.L. and this will include details of their DBS certification number so it is always available to any external agency who may reasonably request it. We maintain a single central register with all necessary details which is updated, monitored and reviewed.

Reporting of Attendance

Any non-attendance will be reported within half an hour of the start of a session. RAPS will support 'first day response' calls where required. The appropriate Learning Manager will contact the parents/carers if they can't make contact by 12pm, or 3pm (if an afternoon only session) on the day of absence and they will pass their concerns onto the Designated Safeguarding Officer.

In the event of a young person leaving site without permission, our central office is contacted immediately who relay the message to the referrer. If the young person fails to return to the site after a 20 minute period, the central office is contacted again who then contact the referrer, parent/carers and the police.

When the location of a young person is unknown, and after contacting the commissioning organisation, parents and carers, the Police will be informed and local children missing from education guidelines will be followed.

Where learners have been absent for a prolonged period of time they will not be taken off roll without written confirmation from the receiving school or an officer from the relevant Local Authority (to include Social Care).

Support for Staff and Volunteers Involved in Safeguarding Issues

R.E.A.L. recognises that safeguarding issues are likely to be stressful for staff involved in them and will seek to provide a reasonable and appropriate level of support for staff involved in a young person's safeguarding issues. If any members of staff are cited in any way as part of an incident they will be removed from the situation immediately.

If any members of staff have concerns about anything that could be a safeguarding issue, they should talk to their line manager, or anyone who is responsible for managing the education program of the young person.

Training for Staff, Volunteers and Governors

All staff and volunteers will have a probationary period in which they will receive training and guidance before being allowed to interact independently with young people in our organisation. It will be the responsibility of the management to ensure that staff and volunteers have successfully completed their probationary period. If there is any doubt as to the ability of the volunteer or staff member, a further probationary period may be applied or other measures taken.

Training will be given on:

- The duty of care - including the duty to report any abuse discovered or suspected.
- Training on what constitutes abuse and how to recognise it.
- The procedural approach of how and to whom to report abuse if discovered or suspected.
- Contact information for appropriate persons, whom staff and volunteers can approach if they know or suspect that an abuser may be a member of R.E.A.L.
- Knowledge and understanding of what happens when abuse is reported.
- Guidance on supporting distressed young people.
- Prevent Strategies
- Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and all other national guidance as cited in 'Keeping Young People Safe in Education', Part One.
- E-safety

Supervision of Young People

The young people in R.E.A.L.'s care will be properly supervised at all times and R.E.A.L. will ensure that there is an appropriate level of male and female staff cover if working with a mixed gender group.

Visitor Policy

R.E.A.L. Alternative Provision School operate from a variety of sites across a variety of locations. Some sites are within the community and are accessed by members of the public. R.E.A.L. staff will wear their identification badges at all times and ensure the safety of their learner.

Any visitors to the RAPS site will report to reception in all cases where they will state the purpose for their visit, who they have been invited by, and will be required to sign in. Visitors will not be left unsupervised at any time whilst on site, and will be required to wear their identification badge. R.E.A.L. staff members will challenge any unknown adult, without identification, without exception.

When parents visit the young person's Learning Manager will accompany them at all times and introduce them to members of staff so they are identified and the purpose of their visit stated. This is to ensure a warm and welcoming visit.

Dealing with disclosure

This is a quick reference guide to working with young people under the Safeguarding Principles

1. An open and honest disclosure of abuse by a young person to a member of staff is an indication of the high level of esteem and trust that the young person has for the member of staff. Staff should reciprocate that respect by supporting the young person appropriately.
2. Any allegation of any form of abuse by a young person must be taken seriously. This can also include any allegations made by a learner against another learner.
3. As soon as you have a Safeguarding concern:
 - Do not question the young person - just listen.
 - Do not promise confidentiality; explain your responsibilities.
 - Do not use leading questions.
 - Do not stop a young person who is freely recalling significant events.
 - Do not ask the young person to repeat their story to a colleague.
 - Do not ask the young person to write their story down.
 - Do not conduct your own investigation into any incident .
 - Do not make statements to any media or any member of the public.
 - Keep control; the young person will be depending on you.
 - Keep an open mind.
 - Respond to the young person's emotional state appropriately.
 - Beware of your own interpretation of what you hear.
 - If the child is in immediate danger all staff **MUST** take emergency action
 - Contact the Learning Manager / Provision Manager who will then contact Designated Safeguarding Officer to discuss the disclosure and take further advice.
 - As soon as possible record information including times and those in attendance, as well as what was said.
 - Record all subsequent events up to the time of Police or children's Social Care intervention in your own handwriting. Sign and date each page.
 - Support the young person's feelings and manage your own, or seek support if you require it.
 - All external enquiries (from media or public) must be directed towards the Designated Safeguarding Officer, who will in turn seek advice from the Strategic Safeguarding Coordinator

Follow this simple checklist for student safeguarding, talk to the professional services, make sure R.E.A.L. Education is informed and a detailed log of events is kept as described above.

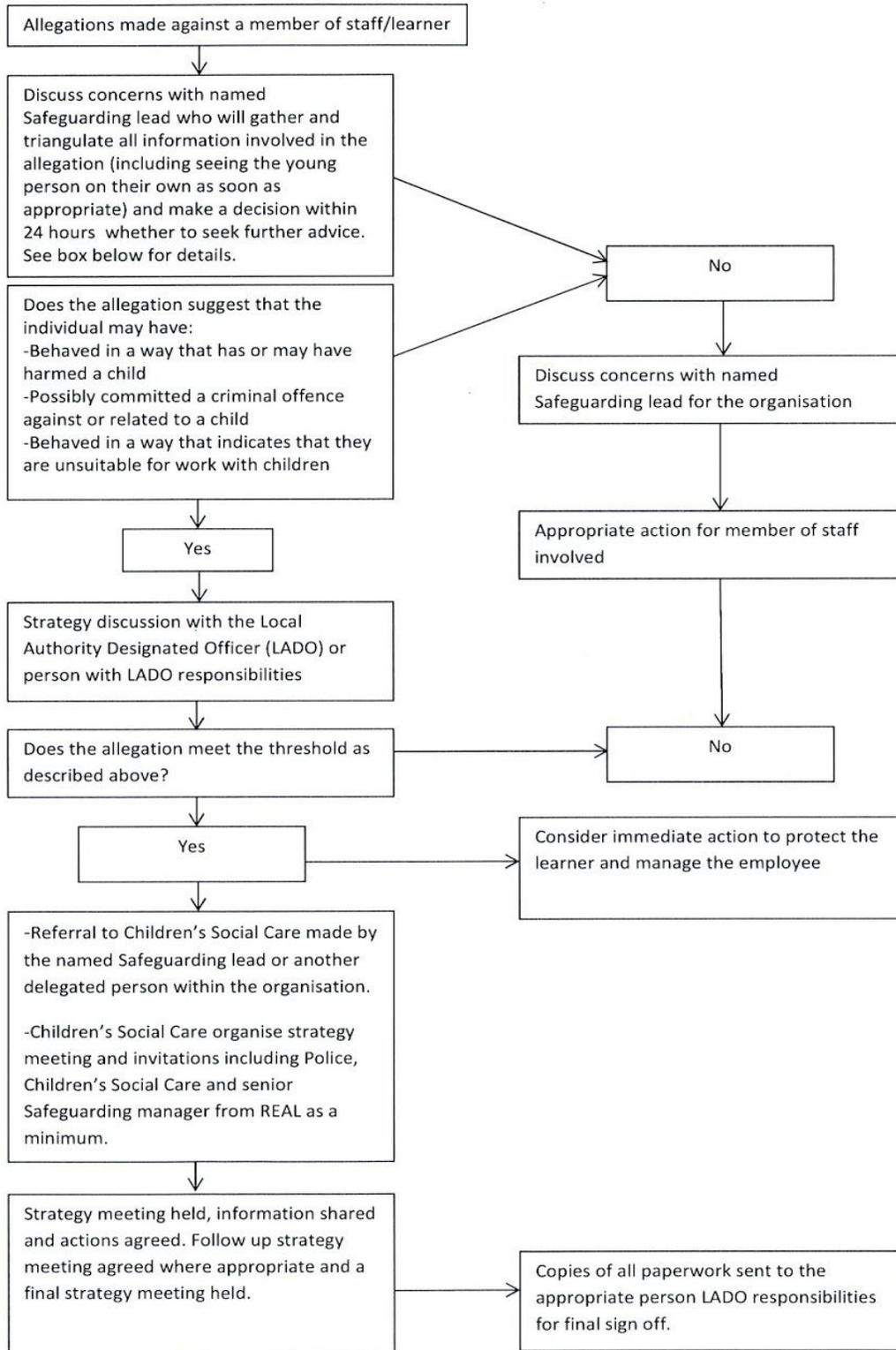
By following these guidelines, be assured that what you do is right and you are following the best procedure for supporting the young person.

As an organisation we fully understand the trauma involved in dealing with disclosure. Discuss any personal needs initially with the Learning Manager / your Line Manager / or the Designated Safeguarding co-ordinator and make any arrangements for further support you may have. Do not feel isolated in these matters.

Guidance information for allegations made against a member of staff or volunteer

There are strict local authority procedures around the management of allegations made against a member of staff or volunteer working for an organisation. So that allegations made against a member of staff are dealt with objectively and without prejudice, the local authority enforces that any allegation against a member of staff within an organisation must then be discussed with the Local Authority Designated Officer (LADO).

Managing an allegation made against a member of staff / another learner



Guidance information for staff and volunteers

Categories of young person abuse—definitions to support your work

It is accepted that any definition has its limitations in terms of accuracy and relevance. Bearing this in mind, the following definitions are offered to help our understanding.

Neglect

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect the young person from physical harm or danger, or the failure to ensure access to appropriate medical aid or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a young person whom they are looking after. This is commonly described using terms such as induced/fabricated illness by carer or Munchausen's Syndrome by Proxy or more recently "facilitated illness".

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the young person is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities such as involving a young person looking at, or in the production of pornographic material, or watching sexual activities, or encouraging a young person to behave in sexually inappropriate ways.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to a young person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on a young person. It may involve causing a young person frequently to feel frightened or in danger, or the exploitation or corruption of a young person. Some level of emotional abuse is involved in all types of ill treatment of a young person,

though it may occur alone.

Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Female Genital Mutilation (FGM)

The World Health Organisation defines FGM as "all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons" (1996).

It is illegal in the UK to subject a child to FGM or to take a child abroad to undergo FGM. A child for whom FGM is planned is at risk of significant harm through physical abuse and emotional

abuse, which is categorised by some also as sexual abuse. Despite the harm it causes, many women from FGM practising communities consider FGM normal to protect their cultural identity. Although FGM is practiced by secular communities it is most often claimed to be carried out in accordance with religious beliefs. However, neither the Bible nor the Koran supports the practice of FGM. In addition to giving religious reasons for subjecting girls to FGM adults may say that they are acting in a child's best interests because it: - Brings status and respect to the girl. - Preserves a girl's virginity / chastity. - Is a right of passage. - Gives a girl social acceptance especially for marriage. - Upholds the family honour. - Helps girls and women to be clean and hygienic.

The age at which girls are subjected to FGM varies greatly, from shortly after birth to any time up to adulthood. The average age is 10-12 years. Health implications can range from severe pain and emotional/psychological trauma to, in some cases, death.

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalization. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Student Safeguarding Statement to Learners

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously.

R.E.A.L. Education needs to make sure that it does "the right thing" for learners who disclose abuse, so if what is said to any R.E.A.L. staff member makes them concerned then they will need to discuss your concern or disclosure so that decisions can be made about what to do next. You will be fully informed about any decisions that are made.

Children's Social Care or the Police may then start their investigation and they may want to talk to you or other people involved. In these matters, your safety is paramount, so you can be sure that they will only do what is right and proper.

If any member of staff believe you are in immediate danger they will contact the relevant emergency service (e.g Police, Ambulance) so help can be sought straight away.

Student Safeguarding Statement to Parents/Carers

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously.

R.E.A.L. needs to make sure that it does 'the right thing' for learners who disclose abuse, so if what is said to any R.E.A.L. staff member makes them concerned then they will need to discuss the learners concern or disclosure so that decisions can be made about what to do next. The learner will be fully informed about any decisions that are made.

Children's Social Care and the Police may start an investigation and they may want to talk to you or other people involved. In these matters, the safety of all children and young people is paramount, so parents / carers can be sure that they will only do what is right and proper.

If any member of staff thinks that a learner is in immediate danger, emergency help (e.g Police, Ambulance) will be sought straight away.

Student Safeguarding Statement to Commissioners

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously. All learners will be taught to keep themselves safe using a cross curricular approach throughout each academic year.

R.E.A.L. needs to make sure that it does 'the right thing' for learners who disclose abuse, so if what is said to any R.E.A.L. staff member makes them concerned then they will need to discuss the learners concern or disclosure so that decisions can be made about what to do next. The learner will be fully informed about any decisions that are made.

Commissioners will be kept fully informed and all concerns will be properly recorded and stored and all information will be shared appropriately.

Children's Social Care and the Police may start an investigation and they may want to talk to commissioners or other people involved. In these matters, the safety of all children and young people is paramount, so commissioners can be sure that they will only do what is right and proper.

If any member of staff thinks that a learner is in immediate danger, emergency help (e.g Police, Ambulance) will be sought straight away.

Please Note:

This policy links directly to other relevant policies:

- Whistleblowing
- Countering bullying
- Safer recruitment
- Behaviour management including physical intervention
- E-safety
- Prevent Policy
- Equality Policy

This policy should also be read with the Practice Guidance :

Keeping Children Safe in Education - 2015

Working Together to Safeguard Children - 2015

The Prevent Duty - 2015

Female Genital Mutilation National Guidance - 2015

DfE School Attendance - 2015

DfE Children Missing Education - 2015

DfE Children Missing from Home and Care - 2015

DfE Promoting Fundamental British Values as part of SMSC in Schools - 2014

This policy should be used in conjunction with the following local authority guidance:

Nottinghamshire County Council:

<http://www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/informationprofessionals/procedures-practice-guidance/>

Nottingham City Council:

<http://www.nottinghamcity.gov.uk/article/23729/Safeguarding-Children-Procedures-and-Practice-Guidance-Documents>

Derbyshire County Council:

http://www.derbyshirescb.org.uk/home_docs.html

Derby City Council:

<http://www.derby.gov.uk/health-and-social-care/safeguarding-children/>

Leicestershire County Council:

<http://www.leics.gov.uk/safeguarding>

Leicester City Council

<http://www.lcitylscb.org/>

Rotherham Metropolitan Council

<http://www.rotherham.gov.uk/safeguarding/>

This policy will be reviewed on an annual basis by the Headteacher, and ratified by the school governors.

It will be reviewed in line with any lessons learnt through safeguarding audits including termly 'learning walks'. This process informs the quality assurance of this policy.

Revision history:

22/09/15: - Full review of policy. Amendments made in line with national guidance and inclusion of information from Keeping Children Safe in Education July 2015.

01/09/2014: - Criminal Records Bureau (CRB) check has been replaced by the Disclosure and Barring Service (DBS).

01/09/2013: - No amendments to policy. Policy duplicated for R.E.A.L. Independent Schools.



01/09/2012: - Inclusion of allegations management flowchart included in the Safeguarding Policy based on guidance produced and distributed by the Nottingham City Council LADO.

01/09/2011: - Policy written for R.E.A.L. Education Ltd.