

Safeguarding and Child Protection Policy and Procedures

Review

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Ratification

Role	Name	Signature	Date
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PART 1: Policy

1. Definitions

Safeguarding is defined 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 Keeping Children Safe in Education (KCSIE), 2016).

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

2. Introduction

At Lifeskills safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff and volunteers 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. Everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Lifeskills is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn;
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by Lifeskills will be in accordance with:

- Current legislation: Children Act 1989 and 2004

Statutory guidance:

Working Together to Safeguard Children (2015), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of Centres.

Key documentation, procedures and guidelines are detailed in Appendix A.

All staff at Lifeskills have a role and responsibility to safeguard children and young people attending the Centre, irrespective of their role within the Centre by:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with Lifeskills' Designated Safeguarding Lead (DSL).
- All staff should be aware of the process and principles for sharing information within the Centre.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. Any staff member or volunteer who has a concern about a child's welfare should report directly to the DSL (or deputy) and the class teacher.

This policy should be read in conjunction with the following policies:

- Safer Recruitment Policy
- CCTV Policy

and with reference to the

- Staff Handbook
- Volunteer Guide Information booklet

3. Overall Aims

This policy will contribute to the safeguarding of pupils/students at Lifeskills by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the Centre, built on mutual respect, and shared values;
- Alerting staff and volunteers to the signs and indicators of safeguarding issues;
- Developing staff and volunteer awareness of the causes of abuse;
- Developing staff and volunteer awareness of the risks and vulnerabilities pupils/students face by addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with pupils/students, parents and agencies.

This policy will contribute to supporting the pupils/students at Lifeskills by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

4. Expectations

All staff and volunteers will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, volunteers etc;
- Be alert to signs and indicators of possible abuse;
- Record concerns and give the record to the DSL.
- If a child is in immediate danger or is at risk of harm, a referral should be made to the child's school immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

5. Training

- All staff and volunteers will receive appropriate safeguarding and child protection training on induction. In addition, they will receive updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All training will be effective and comply with the law at all times.
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

- Lifeskills Directors will ensure that all staff and volunteers undergo safeguarding and child protection training at induction. Training will be in line with advice from the Bristol Safeguarding Children Board (BSCB).
- Lifeskills will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with Centre Staffing (England) Regulations 2009.

6. Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the Centre. Details of our DSL are available on the Lifeskills website or the notice board in the Centre.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

- Reporting issues to the class teacher, head teacher or designated safeguarding lead of the school concerned.
- Managing referrals to other agencies including the local authority children's social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding.
- Work with others to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) where there are concerns about the conduct or an allegation is made against a member of staff or volunteer at the Centre (N.B. if there is an allegation against the General Manager, then the designated Director will liaise with the LADO).
- Undertake Training to ensure the DSL will undergo training to provide them with the knowledge and skills required to carry out the role.
- Raise Awareness to ensure Lifeskills' safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the Directors on safeguarding and child protection activity within the Centre.
- Manage safeguarding information through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with Bristol Safeguarding Children's Board guidance.
- Availability of the DSL (or a deputy) needs to be ensured for staff and volunteers in the Centre to discuss any safeguarding concerns.

7. Directors

The Directors will ensure that:

- The Centre has a safeguarding policy in accordance with the procedures of Bristol Safeguarding Children Board;
- The Centre operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;

- The General Manager is appointed as the DSL;
- The DSL attends appropriate refresher training every two years;
- The General Manager and all other staff who work with children undertake regular safeguarding training;
- Volunteers are made aware of the Centre's arrangements for safeguarding and child protection and their responsibilities;
- The Centre remedies any deficiencies or weaknesses brought to its attention without delay;
- The Centre has procedures for dealing with allegations of abuse against staff/volunteers;
- The Board of Directors reviews its policies/procedures annually;
- A designated Director is appointed with a specific brief for safeguarding and child protection and will liaise with the DSL. The role is strategic rather than operational – they will not be involved in concerns about individuals;
- The designated Director will liaise with the Designated Safeguarding Lead to produce an annual report for Directors and complete the annual safeguarding audit for the local authority;
- The designated Director is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the General Manager.

8. Creating a Culture of Safeguarding

• Safer Recruitment and Selection

Lifeskills pays full regard to the safer recruitment practices including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS). All recruitment materials will include reference to Lifeskills' commitment to safeguarding and promoting the wellbeing of pupils.

• Staff Support

Lifeskills will support staff and volunteers by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate.

• Whole Centre Approach

The safeguarding policy cannot be separated from the general ethos of the Centre, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff and volunteers 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 members should always act in the best interests of the child.

9. What Staff/Volunteers Need to Know

All staff and volunteers need to be aware of the systems within Lifeskills which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff and volunteers should:

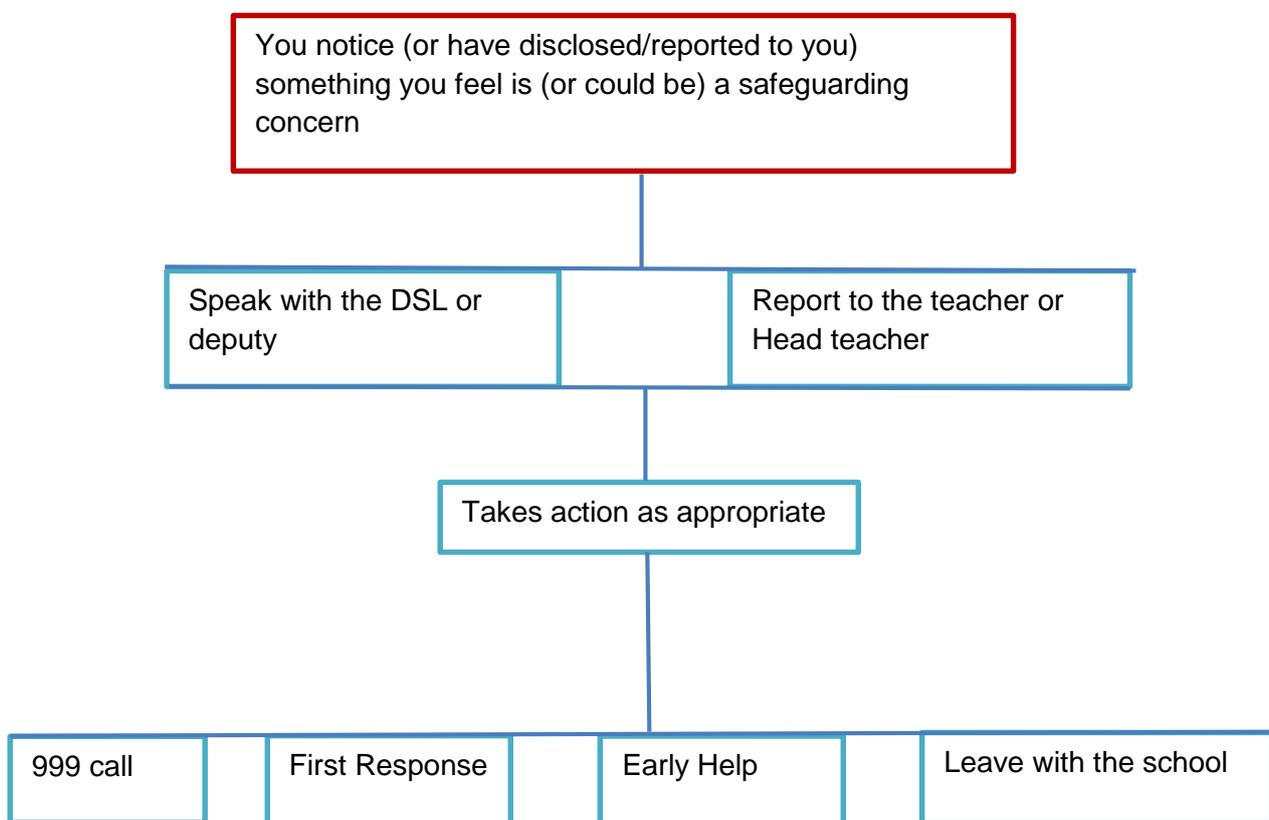
- Know the DSL and any deputies and how to contact them;
- Know the Director responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended.
- Attend safeguarding training (staff only). Complete online training (staff & volunteers);
- Be aware of the Centre's procedures in order to identify those pupils in need of early intervention/help and take appropriate action where there are concerns for the welfare and protection of children and young people;
- Adhere to the Centre's Staff Handbook and/or Guide Information Booklet.
- Know what to do if a child tells them he/she is being abused or neglected. Staff and volunteers should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with the designated safeguarding lead. Staff and volunteers should never promise a child that they will not tell anyone about an allegation - as this may ultimately not be in the best interests of the child (see Appendix C);
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL
- Be aware of signs of abuse or neglect (see Appendix D);
- Be aware of whistleblowing procedures to the Board of Directors if they have concerns about safeguarding practices within the Centre. Where a staff member feels unable to raise an issue with the Board of Directors or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - Public Concern at Work (Independent Whistleblowing Charity) – 020 7470 6609. Email whistle@pcaw.co.uk www.pcaw.co.uk
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.uk.
- Must personally report to the police cases where they discover that an act of FGM appears to have been carried out;
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the DSL. If the concern relates to the DSL it should be reported to the designated Director, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required;

Part 2: Procedures

1. Reporting Concerns

Any safeguarding concerns, by staff or volunteers, should be reported directly to the DSL (or deputy) and the class teacher.

The DSL will liaise with the class teacher or Head teacher and follow the flow chart below, as appropriate.



See Appendix B for contact details.

2. Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with the relevant school's teacher before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the Centre will contact another agency before informing the school because it considers that contacting them may increase the risk of significant harm to the child.

3. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to the school teacher or Head teacher.

We will co-operate with any child protection enquiries conducted by children's social care: Lifeskills will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Where a pupil/student is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the Centre will contribute to the preparation, implementation and review of the plan as appropriate.

4. Sharing of Information

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

Appendix A

Key Documentation, procedures and guidance

- What to do if you're worried a child is being abused (2015)
- Working Together to Safeguard Children (2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- Listening to and involving children and young people (2014)
- Supervision of activity with children (2012)
- SEND code of practice: 0 to 25 years (2015)

Appendix B

Local Authority Contacts

If you have concerns about a child who lives in **Bristol** contact:

- **First Response** – 0117 9036444
- **LADO** – Nicola Laird – 0117 9037795

If you have concerns about a child who lives in **South Gloucestershire** contact:

- **01454 866000 - First Point** Monday to Friday 9-5pm
- **01454 615165** - Out of hours/Weekends

<http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/concerned-about-a-child-2/>

If you have concerns about a child who lives in **North Somerset** contact:

- **01275 888 808 – Single Point of Access (SPA)** Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm
- **01454 615165** Out of hours/Weekends

<http://www.northsomersetlscb.org.uk/>

If you have concerns about a child who lives in **Bath and North East Somerset (BANES)** contact:

- **01225 396312 or 01225 396313 Children and Families Duty and Assessment Team** Monday-Friday 9am-5pm
- **01454 615165** Out of hours/Weekends

<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection>

Remember in an emergency please ring **999**

Appendix C

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why – initially DSL & school teacher.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Report to DSL & school teacher (if appropriate).

NB It is not staff or volunteer's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Reassure – Refer - Record

Appendix D

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All Centre staff and volunteers 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.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2016). However, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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.

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 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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.