

## **Shockout Arts & Shockout Academy**

### **Safeguarding Policy & Procedures**

#### **Purpose**

Shockout has a duty to ensure the safety, welfare and wellbeing of all staff and students. This document offers guidance and outlines procedures that should be followed in all cases of suspected abuse and situations of serious risk against any individual within the organisation.

Shockout has a duty to give this document to all employees and other adults in regular contact with young people and vulnerable adults at Shockout. The process for referral is outlined so that you know how to act in individual cases.

#### **Safeguarding Policy Statement**

Shockout believes that the welfare of an individual is paramount, and Shockout recognises its duty and responsibility to protect when there is cause for concern.

Shockout also recognises its duties under section 26 (10) of the counter terrorism and Security Act 2015 and the requirements to prevent people from being drawn into terrorism.

All staff and students have the right to:

- Live and work in a safe environment and be protected from harm
- Experience emotional well-being
- Feel valued and be supported by a network of professional relationships
- Have a positive self-image
- Have a secure sense of cultural, social and racial identity
- Understand, recognise, model, support and promote a culture based on fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and/or beliefs
- Develop good inter-personal skills and confidence in social situations.
- Shockout believes:
- Develop their cultural capital within a secure space



- that all staff and students without exception have the right to protection from abuse regardless of gender, ethnicity, disability, age, sexuality or beliefs and the right to challenge and protection from extremist behaviour, ideologies or those who promote them.
- that all concerns, and allegations of abuse including attempts to radicalise them will be taken seriously and responded to appropriately.

Shockout is committed to the principle of safe recruitment, selection and vetting of all staff.

See also SA policies on Equal Opportunities, and Staff Recruitment.

## Definitions

**Safeguarding** is prevention of harm. Child protection is in place for any students in danger. It reflects therefore, the new climate of being prepared, rather than reacting to a situation or event after it has taken place.

Abuse is defined by the Department of Health as: "...a violation of an individual's human and civil rights by any other person or persons."

Abuse may constitute a single act or a series of repeated actions and may take various forms, for example:

- Physical injury/violence, including bullying
- Emotional abuse, including bullying and harassment
- Sexual abuse, where an individual is forced to enter a sexual act without their consent, or where they are unable to consent
- Financial abuse, where an individual is forced to part with money against their will, or money is systematically taken from them without their consent
- Neglect, including failure to act when action is needed

Extremism is defined in HM Government guidance as:

"Vocal or active opposition for fundamental British values...including call for the death of members of our armed forces, whether at home or overseas."

Fundamental British values are defined as:

- Democracy
- The rule of law
- Individual liberty
- A mutual respect and tolerance for those with different faiths and beliefs

## Procedure

Any allegation, disclosure or suspicion of a safeguarding issue needs to be taken seriously and handled sensitively. It is important to know that where abuse is disclosed/suspected you should contact the Local Designated Safeguarding Person (LDSP) in your centre immediately (see below) and should never deal with any issues in isolation. All concerns must be logged in the first instance by the Local Designated Safeguarding Person (LDSP) on the SG pro-forma mark 2, referenced with a suffix S and a copy emailed to: in first instance DSO Eric Carpenter [eric@weareshockout.com](mailto:eric@weareshockout.com), Cordelia Joseph [cordelijaoseph@weareshockout.com](mailto:cordelijaoseph@weareshockout.com), then either LDSP's [danniellewest@weareshockout.com](mailto:danniellewest@weareshockout.com), or [rennaewilson@weareshockout.com](mailto:rennaewilson@weareshockout.com)

Where allegations, disclosures or suspicions of attempted radicalisation or examples of extremist behaviour are identified, these need to be handled sensitively; You should contact the Local Designated Safeguarding Person (LDSP) in your centre immediately and should never deal with any issues in isolation. All concerns must be logged in the first instance by the Local Designated Safeguarding Person (LDSP).

## Designated Safeguarding Lead

Every organisation has by law to nominate a senior member (or several senior members) of staff to advise and guide on issues relating to allegations of, or suspected abuse. These persons are trained in related legislation and procedure and should be contacted as a matter of urgency as soon as a case presents itself. Shockout Arts, Church Street has a Local Designated Safeguarding Person (LDSP) and Designation Safeguarding Lead.

Eric Carpenter (DSL) Vice-Principal [eric@weareshockout.com](mailto:eric@weareshockout.com)

Cordelia Joseph - Student Services  
Tel: 0161 833 9937 Email: [cordelijaoseph@weareshockout.com](mailto:cordelijaoseph@weareshockout.com)

Dannielle West (LDSP) Head of Year 1 Tel: 0161 833 9937  
Email: [danniellewest@weareshockout.com](mailto:danniellewest@weareshockout.com)

Rennae Wilson (LDSP) Head of Year 2 Tel: 0161 833 9937  
Email: [rennaewilson@weareshockout.com](mailto:rennaewilson@weareshockout.com)

It is important that all issues are handled with sensitivity and respect. All individuals have the right to make important decisions about their own lives.

## 1. Potential or Actual Disclosure

Where possible, it must be made clear to the individual that the person receiving the information cannot make guarantees of confidentiality. If possible, the individual should be informed about this before they are given an opportunity to disclose. If you think that someone is going to make a disclosure, then say something like this:

“If you are going to tell me something that suggests you are at risk of harm to yourself or from others, then I can’t keep this information to myself and I will have to pass it on to a senior manager, to support you”.

If the person chooses not to continue:

- Arrange for them to use a privately located telephone so that they can contact a relevant helpline (see “Useful Numbers” at the back of this document)
- Or contact the Designated Safeguarding Lead Person to enquire about the possibility of a referral to a counsellor (bound by confidentiality).

If the person wishes to continue and make a disclosure:

- Listen carefully to what is being said
- Keep questions to a minimum, only use them to clarify what is being said
- Avoid leading questions or comments, e.g. don’t put words into a person’s mouth or finish off sentences, and don’t jump to conclusions
- Remember that a vulnerable adult may be someone with learning difficulties
- Remember that the individual may be highly emotional
- Don’t be judgmental – remember that you are not investigating the matter
- Tell the person what you are going to do with the information they have given you, and assure them that they will be kept informed of all developments
- Inform your Local/Centre Designated Person who will work with you to decide on the next step and log the concern on the SG1 pro-forma

## **2. Paperwork**

During the interview ensure written documentation is produced to record the following:

- Names of those present during the disclosure/allegation
- Date and time of the conversation
- Brief description of the allegation
- Any visible injuries
- References to any materials including physical or electronic accessed, distributed or held
- Person’s preferred action
- Means of contacting the person
- Signatures of staff member and person (if appropriate)

- Details of parent/guardian and other support agencies involved, where appropriate

### **3. Designated Safeguarding Lead's duties**

- Contact the Designated Safeguarding Lead Person (LDSP) immediately after the initial conversation and pass the completed documentation on to them.
- If the individual wants to take the allegation forward themselves the Designated Safeguarding Lead (DSL), after consultation with the LDSP will take appropriate advice to support the individual in contacting Social Services, Police or NSPCC (as appropriate) within 24 hours of the initial disclosure/allegation.
- If the Designated Safeguarding Lead (DSL) and LDSP decides that they must report the allegation, should contact the appropriate agency by telephone and send the document recording the disclosure/allegation within 24 hours of the initial disclosure/allegation. This should be recorded by the LDSP using the SG proforma Mark 2. All referrals need to be followed up in writing, using the appropriate forms, documents or process required by the relevant agency concerned.
- The individual and referring staff member should be informed of the action being taken and the reasons for this decision. This should happen before the appropriate agency is informed, unless doing so would place the individual at greater risk. In this case, both staff and student should be contacted as soon as safety considerations of the individual permit.
- The Local Designated Safeguarding Person or the Designated Safeguarding Lead should contact the appropriate agency by telephone in the first instance. The date and time of the contact and the duty officer's name should be recorded on the SG proforma Mark 2 which should be sent to the agency within 24 hours of the initial disclosure/allegation.
- Where any proceedings follow the initial referral, the Local Designated Safeguarding Person (LDSP) should provide prompt feedback to the individual, and the Designated Safeguarding Lead (DSL) where the DSL is not the person undertaking additional work in respect of the referral, regarding all further communications with external agencies.
- The Local Designated Safeguarding Person (LDSP), and/or the Designated Safeguarding Lead (DSL) where they are involved, should ensure that all written records relating to the disclosure/allegation are kept indefinitely in a securely locked location and a copy forwarded to the national Designated Safeguarding Lead as appropriate.

#### **Out of Hours Contact**

In an emergency, you should call:

**Cordelia Joseph (DSO) - 0161 833 9937**

**Dannielle West (LDSP) - 0161 833 9937**

**Rennae Wilson (LDSP) - 0161 833 9937**

#### **4. Allegations against staff and students**

- Reporting should follow the procedure stated above
- The Designated Safeguarding Lead must ensure that information on allegations against staff or students is passed to the Principal.
- Where the Designated Safeguarding Lead is the subject of the allegation the matter should be reported to the Principal who will then either act in the capacity of Designated Safeguarding Lead or nominate a suitably trained senior manager to act in that capacity
- Where the Principal, Vice Principals or Assistant Principal is the subject of the allegation the report should be made to the Chair of the Board of Trustees and the Local Designated Safeguarding Lead in accordance with the procedure above.

#### **5. Management issues**

- SA will employ staff recruitment and selection procedures (and other personnel management processes) that help to deter, reject, or identify individuals who might pose a risk of abuse against young people or vulnerable adults, or are otherwise unsuited to work with them.
- SA will ensure that all staff encountering young people and vulnerable adults have a satisfactory Enhanced Disclosures and Barring Service (DBS) disclosure (formerly CRB disclosure) on first employment and every three years subsequently.
- SA will employ student recruitment and selection procedures that identify individuals who might pose a risk against young people or vulnerable adults. Decisions to train such individuals will be taken on a case-by-case basis.
- There will be an ongoing programme of training for relevant staff in protection issues and online training introducing safeguarding in the workplace will form part of the staff induction programme.
- Training will also be provided to relevant staff in respect of the PREVENT duty and the promotion of Fundamental British values through the curriculum and centre activities. Other training including Equality and Diversity, cultural awareness and risk assessment will also be provided with refresher training carried out on a regular basis.
- Where vulnerable students undertake work placements with SA, a designated person, under the direction of the Programme Leader will liaise with relevant representatives of the learner host learning organisation or agencies to ensure that appropriate safeguards are put into place.
- Where learners from SA undertake work placements with external organisations, a designated person, under the direction of the Programme Leader will liaise with

relevant representatives of the host organisation or agencies to ensure that appropriate safeguards are put into place.

- Where vulnerable students or those under the age of 18 engage with Shockout through participation in, attendance or performance at an external event, there will be an Shockout Academy designated person in attendance.

## **6. General Advice**

Staff and adults in education are well placed to notice possible signs of abuse, extremism or radicalisation in young people and vulnerable adults because of their regular contact.

Signs of abuse, extremism or radicalisation may be obvious and sudden, for example an injury or the actions of the individual; or part of a picture over a longer period, perhaps including:

- Behaviour that is unusual for the individual, or for their age
- Work falling behind or lack of interest
- Isolation or introversion
- Promotion or expression of extreme views or information or a heightened interest in information, electronic or physical, including websites, chat rooms or the repetition of the extreme views of other individuals.

Alternatively you may become concerned when an individual tells you about ill treatment which has happened to him or her, or to a friend, brother or sister; or when an adult claims that an individual shows signs of having been mistreated, or where they disclose that approaches have been made to them and or pressure has been applied to accept views, doctrines which promote extremist behaviours or have been asked to participate in such behaviour.

In all these cases there are things you should do:

- Treat the matter seriously and reassure the individual if necessary
- React to what the individual tells you with belief
- Make it clear that you will have to inform others
- Tell only those who need to know; in Shockout, this will be the LSO/DSL. If by email, mark as urgent and write the subject title “strictly confidential”.
- In email title only write the initials of the students
- Seek advice if in doubt
- Keep a careful watch on the individual
- Record what you have noticed, what has happened and what you have done
- If an individual has made a disclosure to you, inform them of the action you will take



There are things you should not do:

- Do not promise to keep the matter secret/confidential, even if the individual asks you to
- Do not contact a young person's parents: this is the job of the Social Services Department
- Do not interrogate individuals or ask leading questions
- Do not contact either Social Services or the Police yourself, contact the Designated Person
- Do not speak with anyone about whom allegations are made

## **7. Staff Training**

All staff will undertake initial safeguarding awareness training as part of induction processes on first appointment and undertake periodic updating through a variety of methods including online or e-learning, in house training and briefings.

Local Centre Designated Safeguarding Persons (LDSP's) will be trained to at least level 2 standard and will also work closely with local children's safeguarding boards (LSCB's) and appropriate external agencies. Refresher training will be undertaken on a regular basis with certificated training being undertaken every 3 years.

The Company's Designated Safeguarding Lead's (DSL's) will be trained and certificated to a minimum of level 3 which will be re certificated every 3 years. DSL's will liaise with LSCB's and appropriate external agencies and undertake regular CPD activities in respect of their role.

## **8. Reporting**

Local/Centre Designated Safeguarding Persons (LDSP's) will submit a monthly report to the Senior Leadership Team for review.

The DSL's will review and cross reference the monthly summary with notifications received in month or ongoing case work reviews and identify actions, areas of good practice or changes to policies, procedures and processes required including liaison with relevant external bodies and agencies.

The work of the Company's Designated Safeguarding Leads (DSL's) will be supported by the partner college. The partner college will meet with Shockout at least three times a year to discuss and set actions about safeguarding and wellbeing at Shockout. The group will have appropriate representation from the Senior Leadership Team and will involve as appropriate representatives from staff groups.





The DSL's will invite professionals from other agencies to advise Shockout on its policy and practice as well as inform the group on current developments.

The DSL's from Shockout will deliver in a "confidential" manner, and will oversee the reporting of Safeguarding issues, gather Equality Impact data and report back to the wider group on recommendations and suggested action.

The DSL's will produce an annual report about Safeguarding, which will include a summary of cases and actions taken together with recommendations for amendments to policies and procedures, which will be presented to the Senior Leadership Team who will then make appropriate representation and recommendations.

The Senior Management Team will review the report and recommendations and determine/approve any amendments to policies and procedures. The Senior Management Team will also note the outcomes of any serious case reviews or reports from external bodies in determining appropriate arrangements to be implemented.

## **9. General Advice to protect staff:**

The focus of our safeguarding policy is to protect the students with whom we work. However, there are circumstances where staff can be made vulnerable by their working practices.

Please see below for advice:

### **With students:**

- Avoid being alone in enclosed spaces, with doors closed.
- Discourage offering lifts to students
- Do not develop closer relationships with some students than others.
- Only call pupils with the "no caller ID"
- If emailing, include another colleague "BCC"
- Do not join social networking groups or follow students' personal accounts (See Social Media policy)
- Avoid physical touch that is not related to their learning

## **10. Relevant Legislation**

Safeguarding Vulnerable Groups Act 2006 lays the foundation for a new scheme which aims to help avoid harm, or risk of harm, to children and vulnerable adults.



The scheme will aim to do this by preventing those who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work. The bill becomes law in October 2008. Source: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk) Working Together to Safeguard Children 2006 Provides statutory guidance on the roles and responsibilities of agencies working together to safeguard children/young people. Additionally, it sets out the framework for the formation of the Local Safeguarding Children Boards (LSCBs).

The Protection of Children Act 1999 came into force in October 2000 and introduced the Protection of Children Act (PoCA) List in which the Secretary of State has a duty to record the names of individuals who are considered unsuitable to work with children. Source: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Sections 27 and 47 of the Children Act 1989 place duties on a number of agencies, including local authorities (and therefore, indirectly, local education authority maintained schools) to provide assistance to social services departments acting on behalf of children in need (s27) or investigating allegations of abuse (s47).

Authorisations made in 1993 and 1994 brought City Technology Colleges (CTCs), colleges of further education and Education Associations within the scope of sections 27 and 47 of the Children Act. Source: [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

Care Act 2014

Counter Terrorism and Security Act 2015

In addition to the above, further information relating to child protection can be found at: [www.direct.gov.uk/en/parents/yourchildshealthandsafety/](http://www.direct.gov.uk/en/parents/yourchildshealthandsafety/)

Information about the Disclosures and Barring Service and the requirement for DBS checks together with a range of supporting information can be found at:

[www.homeoffice.gov.uk/agencies-public-bodies/dbs/](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/)

Statutory Guidance Keeping Children Safe in Education 2015 Working Together to Safeguard Children 2015 Channel Panel - The Home office guide to the Channel Panels and their operation Channel Panel Guidance.

Advisory guides Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers Adult Safeguarding: Sharing information

Any questions, comments or suggestions regarding this document should be directed to:

## Useful Support Contacts

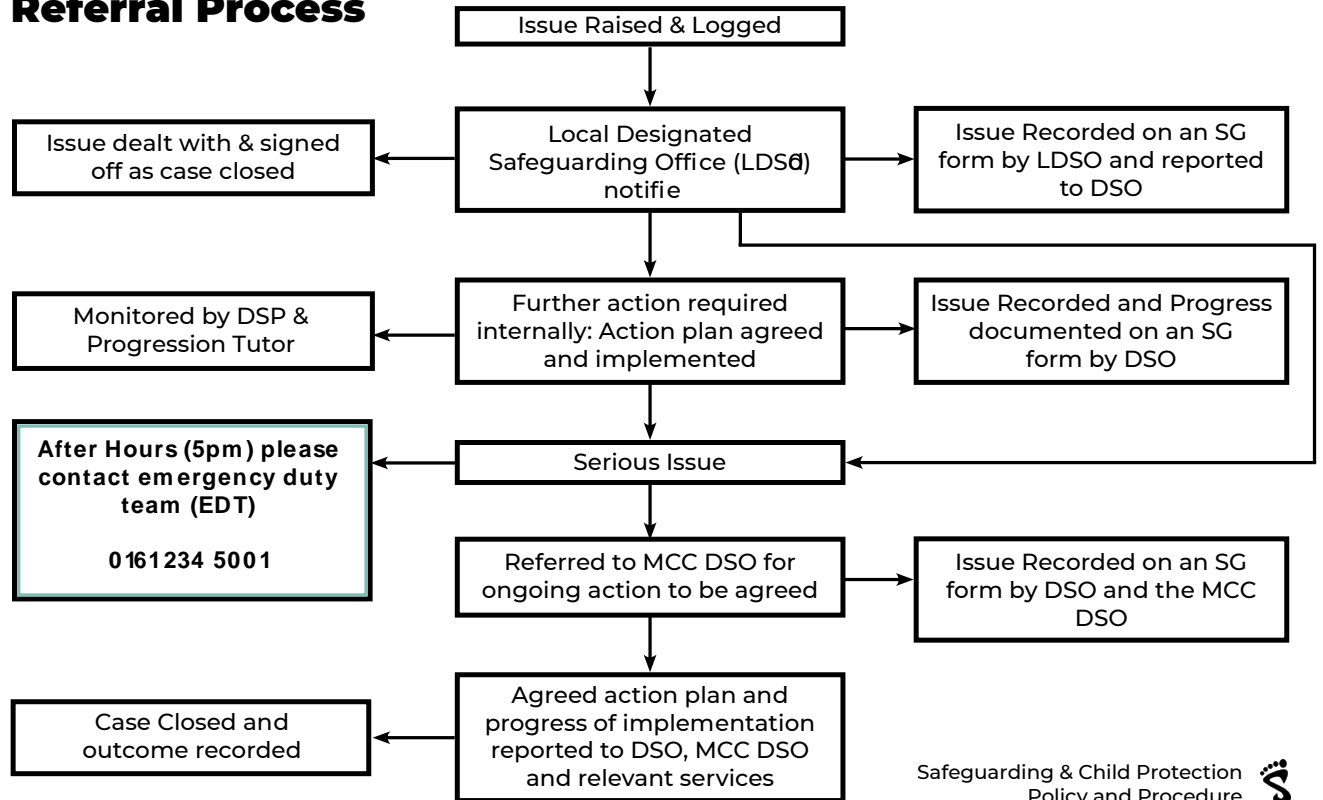
- **NSPCC (National Society for the Prevention of Cruelty to Children) Helpline** staffed by social workers offering support, information, and advice for anyone concerned about child abuse. Guidance can be sought on a confidential basis. Freephone: 0808 500 5000 (24/7) [www.nspcc.org.uk](http://www.nspcc.org.uk)
- **Childline Confidential helpline** for children and young people who are in danger or have any type of problem. Freephone: 0800 1111 (24/7) [www.childline.org.uk](http://www.childline.org.uk)
- **Parentline Confidential information and support for parents** facing problems in their families. Freephone: 0808 800 2222 (24/7) [www.parentline.co.uk](http://www.parentline.co.uk)
- **Respond Challenging vulnerability and sexual abuse** in the lives of people with learning disabilities. Freephone: 0808 808 0700 [www.respond.or.uk](http://www.respond.or.uk)
- **Think You CEOP's Internet Safety website** with support and information for parent teachers and young people on online safety and Know child protection [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
- **Adult and Young People Drug and Alcohol Service** website to offer specialist support for rehabilitee support: <https://www.changegrowlive.org/manchester>
- **Drink Aware** Offering information, support, guidance and resources relating to alcoholism, drinking and drink related issues [www.drinkaware.co.uk](http://www.drinkaware.co.uk)
- **PREVENT** If you have concerns about an individual potentially being radicalised please ring 101 quoting Channel or the Anti-Terrorism Hotline on **0800 789 321**. If it is an emergency please ring 999.
- The **Manchester Prevent and Community Cohesion Coordinator** is Samiya Butt – contact by email at [s.butt@manchester.gov.uk](mailto:s.butt@manchester.gov.uk) or call **0161 234 1489**.
- The **Channel Team** is based at GMP Headquarters within the North West Counter-Terrorism Unit – contact by email at [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk) or call **0161 856 6362**.
- **Social care (social services)**  
To report abuse, neglect, or a vulnerable person at risk: **0161 234 5001**
- **Homelessness**  
If you have nowhere to stay at night: **0161 234 5001**  
If there is not an immediate risk, [see how we can help with homelessness](#).



- **Civil emergency**

This is our equivalent of '999'. Only use it to report an incident that puts people in immediate danger, such as a collapsing bridge or building, an explosion, or a severe flood: **0161 223 7222**

## Safeguarding Issue Referral Process



Safeguarding Form

Please Complete In Block Capitals

|  |  |         |  |           |  |                               |  |
|--|--|---------|--|-----------|--|-------------------------------|--|
| Name of Person Making Report:  |  | Date:   |  |           |  |                               |  |
| <b>Learner Details:</b><br>Name:<br>D.O.B:<br>Year group:<br>Emergency Contact:  |  |         |  |           |  |                               |  |
| Details of Concern: (please include time of incident)  |  |         |  |           |  |                               |  |
| If you're reporting a concern involving possible marks on a learner's skin complete the body map on the reverse side.                      |  |         |  |           |  |                               |  |
| Has the Learner Been Consulted? (Please tick)<br>(Have you explained to the learner that you will need to share this information?)         |  | Yes     |  |           |  | No                            |  |
| If you answered no to the above please explain why you chose not to consult the learner: This is a record of an ongoing behavioural issue. |  |         |  |           |  |                               |  |
| Name of Person This Report Is Passed To: (Designated Safeguarding Officer/Local Designated Safeguarding Officer/Safeguarding team)         |  |         |  |           |  |                               |  |
| Nature of Concern (Person Receiving Form to Assess Based on Details of Concern, and Tick Please: This will determine action to be taken):  |  |         |  |           |  |                               |  |
| Safeguarding   |  | Conduct |  | Complaint |  | General Concern               |  |
| <b>Action:</b>   |  |         |  |           |  |                               |  |
| Action for Person Making Report:   |  |         |  |           |  | Date actions completed: _____ |  |
| Action for Person Receiving Report:  |  |         |  |           |  |                               |  |



|   |  |                         |  |                   |  |                 |  |
|---|--|-------------------------|--|-------------------|--|-----------------|--|
| Date actions completed: _____   |  |                         |  |                   |  |                 |  |
| <b>Safeguarding Incidents: Please Record Other Agencies/Parties Notified/Involved:</b>                            |  |                         |  |                   |  |                 |  |
| Emergency Duty Team   |  | LADO                    |  | Security          |  |                 |  |
| SG Designated Officer   |  | Principal               |  | Police            |  |                 |  |
| Social Services   |  | Manchester City Council |  | Safeguarding Team |  |                 |  |
| <b>Date Single Record Category (Person Receiving Form to Assess Based on Details of Concern, and Tick Please)</b> |  |                         |  |                   |  |                 |  |
| Safeguarding  |  | Conduct                 |  | Complaint         |  | General Concern |  |

Please Complete In Block Capitals

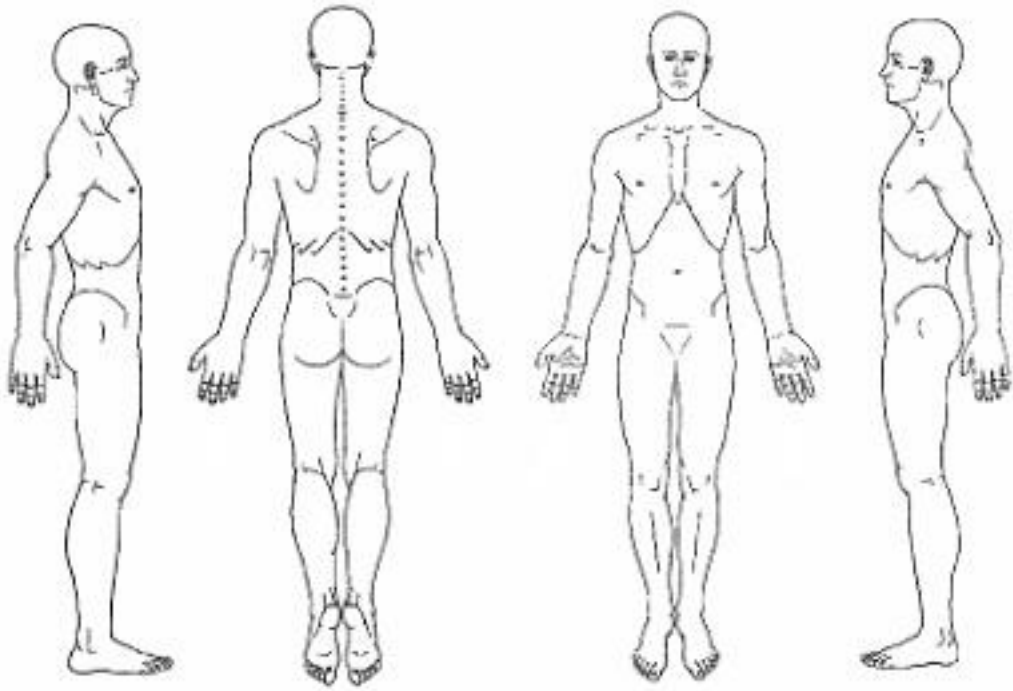
|   |       |
|---|-------|
| Name of Person Making Report:   | Date: |
| Learner Details:<br>Name:   |       |
| If you reporting a concern involving possible marks on a learners skin complete the body map below noting the position and type of marks. |       |





**ShockOut.**

A Step above the rest



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*Reviewed June 2023 EC*

