

Shockout Academy Safeguarding Policy 2023-2024

1. Safeguarding Statement

Shockout believe that safeguarding is everybody's responsibility. Every child and young person deserve the best possible start in life and support to fulfil their potential. A young person's experience has a major impact on their future chances. A secure, safe, and happy childhood is important, and it provides the foundation for children / young people to make the most of their abilities and talents as they grow up. Everyone shares responsibility for safeguarding and promoting the welfare of children irrespective of roles and everyone working with children and young people should be familiar with local procedures and protocols for safeguarding the welfare of children and young people.

2. Scope

This policy and its procedure apply to all employees of Shockout, including those employed on agency / workers, temporary or fixed term contracts. The policy also covers volunteers and contractors who offer their services to Shockout and parents / carers. This Policy will always apply when Shockout is providing services or activities directly under the management of Shockout staff. This policy and procedure will be reviewed annually and may be amended accordingly. Should any deficiencies or weaknesses in child protection arrangements become apparent, these will be remedied without delay.

The key aspects to safeguarding and promoting the welfare of children are to take all reasonable measures to ensure that risks of harm to children's welfare are minimised, and to take all appropriate actions to address concerns about the welfare of any child or children, working to agreed local policies and procedures in full partnership with other local agencies.

The document entitled "Working Together to Safeguard Children (DfE July 2018), places a general duty on schools and colleges to work and co-operate with other agencies to safeguard children and promote the welfare of children and Shockout is committed to do this by open and honest communication. Colleges are also required to have in place policies and procedures, which should be shared with parents / carers, to address concerns about the safety and protection of children. In addition to the above the College also has responsibilities as outlined in the DfE document "Keeping Children Safe in Education (September 2022)" and the College's policies and procedures support this document.

The policy documents and related procedures build upon publications referred to above. It is also closely linked to the Local Authority Children and Young People's Plan and Framework for Action.

3. General Principals

Shockout base our safeguarding policy and procedures on the following principals:

- 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.
- All children and young people should feel valued and be supported by a network of professional relationships
- All students have an absolute right to childhood free from abuse, neglect, or exploitation
- It is the responsibility of all members of the college staff to be mindful and observant of issues related to students' safety and welfare.
- Parents should be informed in respect of any concerns about their child 's welfare (for ages 18 and under), providing this does not compromise the child / young person's safety.
- For students ages 18 and under, no staff member should express that the concern will remain private as the relevant member of staff (LDSO) will need to be informed to proceed.
- Students should be made aware of what Safeguarding is and the relevant procedures they should follow if they or a peer are at risk.

- When any concern is raised by a student, the staff member informed should listen carefully, take the concern seriously and act upon it effectively and as specified by the policy and procedures.

4. Definitions

Safeguarding

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.

Child

In this document, as in the Children Act s 1989 and 2004, a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children and young people who visit Shockout as well as all students

Child Protection

Is one part of safeguarding and promoting the welfare of children and young people and it refers to the activity that is undertaken to protect children who are suffering, or who are at risk of suffering significant harm.

Significant Harm

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on known facts. It can include inappropriate touching, an assault or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child or young person, the degree of force used, the frequency of harm, the nature of the harm in terms of ill treatment and the impact on the child or young person's health and development.

Prevention

Shockout takes seriously its duty of past oral care and is proactive in seeking to prevent children and young people becoming victims of abuse, neglect, or exploitation on.

It does this in several ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds.
- By identifying members of staff who have overall responsibility for Child Protection matters.
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other Shockout staff.
- By informing children and young people of their rights to be free from harm, encouraging them to talk to Shockout staff if they have any concerns and through the tutorial programme and an on-going programme of support, at an age-appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of child safety in general

Concerns

All staff employed by Shockout have a duty to report and refer any concerns to the relevant member of staff who has overall responsibility for Child Protection matters. Definitions / categories of abuse may be of limited help where signs are inconclusive; however, staff will expect ed to familiarise themselves with definitions / categories of abuse and the indicators as shown below.

5. Categories of Abuse

Physical Abuse

- Physical attack of any form e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- If a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
- Giving drugs including alcohol to the child or
- Excessive training in sports.

Sexual Abuse

- Penetrative or non-penetrative sexual acts by males or females
- Showing pornographic material to children/young people or involving them in looking at or in the production of pornographic material or watching sexual activities or encouraging children/young people to behave in sexually inappropriate ways or involvement in child exploitation.

Emotional Abuse

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Age or developmentally inappropriate expectations being imposed on children / young people
- Exposure to violence to other(s) within the child's household

Some form of emotional abuse is involved in all ty pes of ill treatment of a child / young person though it may occur alone.

Neglect

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision
- Any actions that single out a student for special attention and could be interpreted as "grooming" a student (or a child / young person who is linked to the College in some way)
- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they MUST ensure that they do NOT engage in inappropriate electronic communication of any kind with a child / young person.
- For instances of bullying between students, staff are advised to refer to the Anti Bullying Policy and procedure.

Others Forms of Abuse

There are other types of abuse and situations which children / young people can and are at risk from. Our staff are trained to be aware of these. Further information can be obtained from the Safeguarding Team or via the following link:- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The following are some examples:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- child criminal exploitation e.g. county lines & gangs
- peer on peer abuse
- sexual violence and sexual harassment between children
- up skirting
- serious violence
- children and the court system
- children with family members in prison

Further information on a Child Missing from Education:

A young person going missing from education is a potential indicator of abuse or neglect. College staff should follow the College 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 the child / young person going missing in the future. It is essential that all 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. Depending upon the concern, the College safeguarding team will involve the appropriate authorities.

Further information on Child sexual exploitation (CSE):

CSE involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Any members of staff who have concerns about this should seek advice from a member of the Safeguarding Team.

Further information on Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a girl may be at risk of FGM. FGM and Mandatory Reporting Duty - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. If staff have a concern, they should activate local safeguarding procedures and seek advice from a member of the Safeguarding Team.

Further information on Preventing Radicalisation:

Protecting children from the risk of radicalisation is seen as part of the College's wider safeguarding duties and is similar in nature to protecting young people from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in young people's behaviour which could indicate that they may need help or protection. College staff should use their professional judgement in identifying children / young people who might be at risk of radicalisation and refer any concerns to the safeguarding team who will act proportionately and who may make a referral to the Channel programme.

Prevent - From 1 July 2015 colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism. The statutory Prevent guidance summarises the requirements on colleges in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

The College has a comprehensive action plan which contributes towards the assessment of risk of children / young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting young people in the area and a specific understanding of how to identify individual young people who may be at risk of radicalisation and what to do to support them.

The Prevent duty builds on existing local partnership arrangements. For example, the governing body, through its designated safeguarding governor ensures that the College’s safeguarding arrangements consider the policies and procedures of Safeguarding Children Partnerships.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify young people at risk of being drawn into terrorism and to challenge extremist ideas and the College has in place training for staff.

Colleges must ensure that young people are safe from terrorist and extremist material when accessing the internet. The College takes all steps possible to ensure that suitable filtering is in place and on-line safety is embedded into the curriculum, along with training for staff.

Channel - College safeguarding staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. For further information contact a member of the Safeguarding Team.

Child on child sexual violence and sexual harassment.

When there has been a report of sexual violence / sexual harassment, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and all the other children / young people (and, if appropriate, adult students and staff) at the college, especially any actions that are appropriate to protect them.

What is sexual violence?

It is that College staff are aware of sexual violence and the fact that children can and sometimes do abuse their peers in this way. We referring to sexual violence we are referring to sexual offences under the Sexual offences Act 2003, for example Rape, Assault by penetration and sexual assault.

What is sexual harassment?

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur on-line and offline. Sexual harassment is likely to:

Violate a child's dignity, make them feel intimidated, degraded, or humiliated and / or create hostile, offensive, or sexualized environment. For example, sexual comments and lewd remarks, making sexual remarks about clothing and appearance, calling someone sexualized names, sexual jokes and sharing sexual images.

For further information on how to respond to a disclosure in relation to sexual violence / harassment please refer to part 5 / Annex A of the Keeping Children Safe in Education regulations September 2022. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

In all matters of suspected sexual violence, the College will refer its concerns to the appropriate Children's Services Team and / or police immediately.

6. Indicators of Abuse

The College acknowledges that members of staff will not be experts at recognising where abuse may occur or has already taken place. However, staff will expect ed to look out for any of the following indicators and take appropriate action.

The child / young person may:

- Show unexplained or suspicious injuries such as bruising, cuts, burns, particularly if situated on a part of the body not normally prone to such injuries
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour e.g., becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may deteriorate at this time
- Demonstrate age-inappropriate sexual awareness
- Engage in sexually explicit behaviour in sports activities or other areas of college
- Be distrustful of adults, particularly those with whom a close relationship will normally be expect ed
- Have difficulty making friends
- Be prevented from socialising with other children
- Show depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing
- Have access to images etc., using technology/social media, which are abusive / inappropriate.

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is taking place. It is NOT the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

7. Procedure

Any allegation, disclosure or suspicion of a safeguarding concern needs to be taken seriously and handled sensitively and effectively in accordance with the terms of this policy. It is important to know that where abuse is disclosed/suspected you should contact the Designated Safeguarding Officer (DSO) should never deal with any issues in isolation.

All concerns must be logged in the first instance by the Designated Safeguarding Officer (DSO)

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 Designated Safeguarding Officer (DSO) in your centre immediately and should never deal with any issues in isolation. In the event of absence by the DSO then you should refer your safeguarding concern to another member of the safeguarding team.

Designated Safeguarding Officer

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 Academy, Church Street has a Designated Safeguarding Officer (LDSO) and a Local Designation Safeguarding Officer (DSO).

Eric Carpenter (DSO) – SEND Lead
Tel: 0161 833 9937 / Email: eric@weareshockout.com

Michael Lowry (LDSO) – BTEC Programme Leader
Tel: 0161 833 9937 / Email: michaellowry@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.

Potential or actual disclosure

It must be made clear to the individual that the person receiving the information/disclosure 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 consider saying something such as:

“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 Officer 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 Designated Officer who will work with you to decide on the next step and log the concern on the SG form.

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

Designated Safeguarding Lead's duties

- Contact the Designated Safeguarding Officer (LDSO) 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 Officer (DSO), after consultation with the LDSO 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 Officer (DSO) and LDSO 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 LDSO using the SG form. 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 Officer or the Designated Safeguarding Officer 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 form 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 Officer (LDSO) should provide prompt feedback to the individual, and the Designated Safeguarding Officer (DSO) where the DSO is not the person undertaking additional work in respect of the referral, regarding all further communications with external agencies.
- The Local Designated Safeguarding Officer (LDSO), and/or the Designated Safeguarding Officer (DSO) 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.

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 Officer 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.

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 meeting young people and vulnerable adults have a satisfactory 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 16 engage with SA through participation in, attendance or performance at an external event, there will be an SA designated person in attendance.

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 LDSO/DSO. 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

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 elearning, 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 LCSB's and appropriate external agencies and undertake regular CPD activities in respect of their role.

Reporting

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

Review Date: September 2024

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 Academy. 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 Academy 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.

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

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

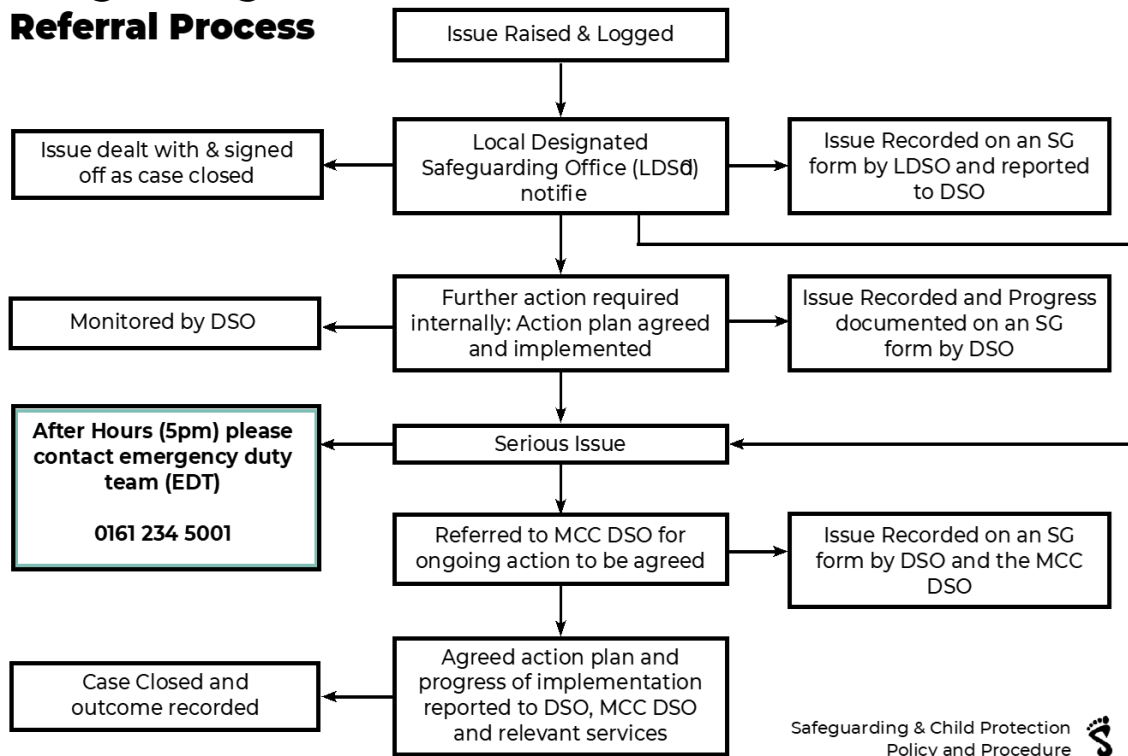
- **Childline Confidential helpline** for children and young people who are in danger or have any type of problem. Freephone: 0800 1111 (24/7) www.childline.org.uk
- **Parentline Confidential information and support for parents** facing problems in their families. Freephone: 0808 800 2222 (24/7) www.parentline.co.uk
- **Respond Challenging vulnerability and sexual abuse** in the lives of people with learning disabilities. Freephone: 0808 808 0700 www.respond.or.uk
- **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
- **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
- **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 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 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**

Relevant legislation

- Keeping Children Safe in Education (DfE 2022)
- Counter Terrorism and Security Act 2015 (Prevent Duty) (July 2015)
- Working Together to Safeguard Children (2006)
- UN Convention on the Rights of the Child
- Children Act (1989) and Children Act (2004)
- Education Act (1996 & 2002)
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Special Education Needs and Disability Act (2001)
- Disability Discrimination Act (1995 & 2005)
- Human Rights Act (2000)
- GDPR (2018)
- Framework for the Assessment of Children in Need and their Families (2000)
- The Laming Report
- Staffing Guidance Under Section 35 (8) and 36 (8) of the Education Act 2002 •Guidelines in respect of Disclosure and Barring Service.
- Guidance on Pre-Appointment Checks for School Governors

- Caring for Young People and the Vulnerable: Guidance for preventing abuse of trust (published by the Home Office, Department for Education and Employment.
- Department of Health, National Assembly for Wales and the Northern Ireland Office)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders LEA/0242/2002
- Bichard Enquiry Report 2004 (Home Office)

Safeguarding Issue Referral Process



Safeguarding Form

Please Complete In Block Capitals

Name of Person Making Report:		Date:			
Learner Details:					
Name:					
D.O.B:					
Year group:					
Emergency Contact:					
Details of Concern: (please include time of incident)					
<p>If you're reporting a concern involving possible marks on a learner's skin complete the body map on the reverse side.</p>					
Has the Learner Been Consulted? (Please tick)		Yes		No	
(Have you explained to the learner that you will need to share this information?)					
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: (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):					
Safeguardin g		Conduct		Complain t	General Concern
Action:					

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

Please Complete In Block Capitals

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

