

# **Horizons Education**

## **SAFEGUARDING POLICY AND PROCEDURES**

***Procedure/Guidance***

***Policy Issued: Sept 2017  
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Reviewed by: R Boulton  
Date Reviewed: March 2020***

## Horizons Education

### SAFEGUARDING POLICY

#### Glossary of terms

**Abuse: emotional** The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.

**Abuse: physical** The 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 or induces illness in a child whom they are looking after.

**Abuse: sexual** Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including:

- physical contact, including penetrative or non-penetrative acts
- non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or
- encouraging children to behave in sexually inappropriate ways.

<b>Child in need</b>	<p>A child is a child in need if:</p> <ul style="list-style-type: none"> <li>• he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority</li> <li>• his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or</li> <li>• he/she is disabled.</li> </ul>
<b>Child protection</b>	<p>Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.</p>
<b>Development</b>	<p>Physical, intellectual, emotional, social or behavioural development.</p>
<b>Harm</b>	<p>Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.</p>
<b>Health</b>	<p>Physical or mental health.</p>

**Neglect**

Neglect is neglect as “a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being (for example, an impairment of the person’s health or, in the case of a child, an impairment of the child’s development)”.

**Safeguarding and promoting the welfare of children**

Protecting children from abuse and neglect, preventing impairment of their health or development and ensuring that they receive safe and effective care to enable them to have optimum life chances.

**Significant harm**

Section 31(10) of the Children Act 1989 states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.

## **Well-being**

Well-being is defined in relation to any of the following—

- a. physical and mental health and emotional well-being
- b. protection from abuse and neglect
- c. education, training and recreation
- d. domestic, family and personal relationships
- e. contribution made to society
- f. securing rights and entitlements
- g. social and economic well-being
- h. suitability of living accommodation

In relation to a child, “well-being” also includes—

- a. physical, intellectual, emotional, social and behavioural development
- b. “welfare” as that word is interpreted for the purposes of the Children Act 1989.

## **1.0 INTRODUCTION**

Our standards are intended to safeguard and promote the welfare of children for whom we offer educational support. These standards are used to assess whether we are ensuring we safeguard and promote the welfare of the children.

Horizons Education is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### **1.1 About Horizons Education**

Horizons Education provides alternative educational provision for students across Wirral. This can be provided with a view to boosting literacy and numeracy attainment or to provide structure and educational focus for students who are not currently engaged with mainstream education.

### **1.2 Scope of this policy**

This policy is intended to ensure that there is a systematic response to allegations of child abuse in which staff or others, including other children, may be implicated.

The policy should be used in conjunction with the following:

- *Keeping Learners Safe 158/2015*
- *Safeguarding Children in Education: the Role of Local Authorities and Governing bodies under the Education Act 2002.*

This policy applies particularly to young people and staff when they are attending tutoring activities.

Horizons Education truly recognises the contribution it makes to providing and protecting the welfare of each child. The School also recognises the value placed upon creating a safe environment for learners to thrive. This policy has the underlying vision from The Children's Rights Framework as part of its core principles.

## The Children's Rights Framework

Human rights are guarantees that protect individuals and groups from actions that affect their freedom and human dignity. Human rights are things that you are entitled to, simply by being a person. They are:

- universal: the same for everyone indivisible: equally important
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- inalienable: all humans have them and they cannot be taken away

Children have unique survival and developmental needs that must be met for them to survive, grow, develop and fulfil their potential. Children need their own set of rights for protection, provision of services and participation to ensure these needs are met, and because they:

- have limited political or social power are economically dependent on adults
- 
- are subject to rules that do not apply to other social groups are particularly
- vulnerable to ill treatment by adults and those more powerful than themselves
- grow up aware that they have an inferior status to other social groups and age
- discrimination is a reality for many are key recipients of services often lack a voice in
- service access and delivery.
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### 1.3 To whom the policy applies

This policy applies to all staff working in the school, including those from the care home.

This includes the following:



- The Director of the organisation
- Other teachers and tutors
- Administration staff
- Caretaking staff
- All visitors must wear identification badges at all times when on the premises.

All staff are well placed to observe the outward signs of abuse and may, therefore, form the first point of disclosure for a child.

## **2.0 STAFF RESPONSIBILITIES**

### **2.1 The Designated Person**

Horizons Education will ensure it has a designated teacher who is a senior member of staff and who has undertaken the appropriate training. The current designated person is Roger Boulton, Director.

#### Main roles of designated person

The designated person will

- refer cases of suspected abuse or allegations to the relevant investigating agencies,
- act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies,
- ensure there is always cover for this role
- keep detailed accurate secure written records of referrals or concerns and
- liaise with the local authority designated lead officer for child protection.

#### Training needs of the designated person

Horizons Education will arrange that the designated person is trained to have the skills and knowledge necessary to undertake the role efficiently and effectively.

The skills and knowledge necessary for the role are to:

- recognise how to identify signs of abuse and when it is appropriate to make a referral,
- have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so,
- ensure each member of staff has access to and understands the school's child protection policy,
- ensure all staff have induction and refresher training covering child protection and are able to recognise and report any concerns immediately they arise,
- obtain access to resources and attend any relevant or refresher training courses at appropriate intervals.
- ensure the establishment's child protection policy is updated and reviewed annually, working with the directors to achieve this,

## **2.2 Responsibilities of all staff**

Horizons Education will ensure that every member of staff knows:

- the name of the designated person and their role,
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board and
- to take forward any child protection concerns when the designated person is unavailable.

Horizons Education will ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. (Glossary of Terms)

Horizons Education will ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school brochure.

### Staff training

The school will arrange training for all staff so that they know:-

- their personal responsibility towards child protection in the school,
- the agreed local procedures,

- the need to be vigilant in identifying cases of abuse and
- how to support a child who discloses abuse.

As part of their induction programme all newly appointed staff will receive an appropriate level of child protection training.

### **Safe handling of students**

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person (see below).

Rooms designed for restraint or seclusion will not be used at Horizons Education.

Restraint and seclusion must not be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.

Any restraint which covers the student's mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints, must not be used.

### **When physical restraint or seclusion may be used**

Staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm.

## **3.0 PROCEDURES**

### **3A responding to allegations of abuse: procedures if a child discloses they have been abused by a member of staff**

The school recognises that it is essential that any allegation of abuse made against a teacher or other member of staff is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

#### Who to inform that a disclosure has been made

Staff must take immediate action to ensure the safety of a child. In most cases the child will not be at risk of immediate harm but if this is not the case then staff must take whatever action is necessary to remove the child from the perceived risk.

If a member of staff has reason to believe that a child is at risk of significant harm or has suffered significant harm then they must immediately inform Roger Boulton, who is also the designated person, of their concerns.

If the child has reported concerns about the designated person the member of staff must immediately inform the senior staff (Tanya Gott or Craig McAndrews – contacted via mobiles)

## Recording the disclosure

At the earliest available opportunity (within 24 hours) the member of staff must record, in as much detail as possible, the information that caused them to believe that the child may have suffered significant harm. Where possible the child's exact words should be used. The record should also detail any evidence relevant to the disclosure, the date, time, place of the disclosure and the names of any other people who were present at the time it was made.

The initial enquiries should establish:

- That an allegation has been made;
- What is alleged to have occurred;
- When and where the episode is/are alleged to have occurred; Who was involved; and Any other persons present.
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Staff are best advised to say as little as possible and to simply listen to the child. The member of staff must not contaminate the information that they have been given by asking the child leading questions or encouraging him or her to elaborate. There is a possibility that by doing so they may jeopardise future action by the social services department or police.

The member of staff should take great care at the earliest opportunity to record everything in detail, including what they said to the child.

Staff will recognise that the reason they should not try to elicit information from the child is that they are not trained to do this and they could contaminate evidenced by doing so. Should an investigation proceed following a disclosure it is the responsibility of the police and social service department to agree who should interview the child. The child should not be asked a number of times about events/circumstances. The police and social service department will plan their actions carefully to avoid such multiple interviews.

The member of staff must not on any account assure the child that whatever they say will be treated as confidential. Children may seek to elicit this assurance. Given that all cases of abuse must be reported members of staff are not in a position to agree to such an assurance. Staff should remember also that almost certainly the child is disclosing to them because they want something to be done about it.

### Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns. It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt. Safeguarding Children in School (2008)

Where a child has a child protection file made on him or her, this file will be kept in addition to the school file and in a different secure place. Only the designated senior person and the directors will have direct access to safeguarding files.

“The school recognises that a child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember that theirs is a listening role. They should not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child”. Safeguarding Children in School (2008)

### Actions following the reporting of a disclosure

There may be situations when the Director will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children. Where there is no such evidence, the Head Teacher or Child Protection Officer should discuss the allegation with the Local Authority Designated Officer (LADO) in order to help determine whether police involvement is necessary.

If the disclosure was made against the designated person the senior leaders must report it immediately and directly to the relevant child protection officer in the local authority.

All members of staff will co-operate fully with any ensuing investigation conducted by the social services department and the police. The decision that no further action is to be taken should never be based on the employer's opinion about the character and/or personal circumstances of the individual employee and about the person making the allegation.

The director should inform the accused person about the allegation as soon as possible after consulting the LADO. It is important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social services need to be involved, the director should not do that until those agencies have been consulted and have agreed what information can be disclosed to the person. If the individual employee is a member of a trade union they should be advised to contact that organisation. The accused person should be informed by the director that any child protection enquiry will be carried out in accordance with the Child Protection procedures.

If the allegation is about physical contact the strategy discussion or initial evaluation with the police should take into account that teachers are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

A decision to suspend the individual where necessary may be made at any stage of the process.

### **3B Responding to allegations of abuse: procedures if a member of staff believes another member of staff may be abusing a child**

Where a member of staff has cause to believe that another member of staff may be abusing a child their concerns must be expressed and discussed with the designated person. The designated person must then inform the Directors.

Should the concerned member of staff feel unable to discuss his or her concerns with the designated person or if the concerns are about the designated person, they must inform the senior leader of their concerns.

At the earliest available opportunity the member of staff who reported a concern must record, in as much detail as possible and within 24 hours, the information that caused them to believe that a child or children may have suffered significant harm. The record should also detail any evidence relevant to the member of staff's suspicions, the date, time, place of any incidents and the names of any other people who were present at the time they occurred.

A Director will examine all the evidence in order to decide what action is required.

They must balance the need to ensure the safety of the children in the home and the requirement not to warn the suspected abuser that suspicions have been raised about him or her.

Where they judge that the concern expressed is significant they will contact the relevant child protection officer in the local authority and consider suspending the member(s) of staff concerned paying consideration to the police advice and balancing the need to protect the children in the school.

The director will inform the member of staff who raised the concerns about the actions taken to address the allegation and protect the child. If the staff member:

- has concerns that the actions taken by the director have failed to protect the child or other children from continuing harm; or
- is unable to discuss concerns with the Director; or
- suspects that the director is involved in or colluding with the abuse,

The staff member responsible for safeguarding will report his or her concerns directly to the manager responsible for child protection in the local authority.

In the event of a member of staff being dismissed or moved to another position as a result of child protection enquiries and/or a criminal investigation, the school will submit the staff member's details to the Education Workforce Council under the Protection of Children Act 1999 (POCA) protocols. The school will not accept a resignation from a member of staff subject to a child protection



enquiry and/or a criminal investigation but will follow disciplinary procedures to ensure a formal employment record of the investigation and its outcome and any disciplinary measures taken are clearly recorded.

### Resignations and 'settlement/compromise agreements'

If the accused person resigns, or ceases to provide their services; this should not prevent an allegation being followed up in accordance with this guidance. Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. A referral to the DBS must be made if the criteria are met. A settlement/ compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make a referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to co-operate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. However, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not co-operate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete. However it is important to reach and record a conclusion wherever possible. So called 'compromise agreements' by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should **not** be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate.

The following terminology will be used when discussing the outcome:

**Substantiated:** there is sufficient evidence to prove the allegation;

**False:** there is sufficient evidence to disprove the allegation;

**Malicious:** there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

**Unfounded:** there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

**Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term therefore does not imply guilt or innocence.

## Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation resurfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age, or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention

[http://ico.org.uk/for\\_organisations/data\\_protection/topic\\_guides/employment](http://ico.org.uk/for_organisations/data_protection/topic_guides/employment)

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

## Timescales

It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations must be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months and all but the most exceptional cases should be completed within 12 months.

For those cases where it is immediately clear that the allegation is demonstrably false or unfounded they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss the allegation with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within five school days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 40 school days.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the CPS about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

### **3C Procedures if a child discloses they have been abused by someone other than a member of staff**

A similar procedure is followed for a child making disclosures about a member of staff:

The member of staff to whom the disclosure has been made must immediately report orally to the school's designated person for child protection.

The member of staff must also make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers and responses in exactly the way they were said as far as possible.

The member of staff must not give undertakings of absolute confidentiality to the child.

The member of staff's responsibility in terms of referring concerns ends at this point, but he or she may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

### **3D Procedures for recruitment and selection of staff**

#### General procedures

When a vacancy is identified, a job description must be drawn up which should identify the skills required for that post. The vacancy should be advertised as widely as possible through the most appropriate means.

All staff, including temporary or casual workers, must be subject to the school's selection and recruitment procedures to ensure the safeguarding of young people and children as follows:

- All candidates must complete an application form.
- The school will verify the person's identity by his/her birth certificate, passport or other formal document, preferably bearing their photograph.
- The school will verify any qualifications stated on the application form.
- All suitable candidates will be appropriately interviewed.
- Any gaps in employment or inconsistencies in the candidate's history must be identified and reasons given.
- Written references will be taken up prior to the employment of the successful candidate, and verified by a telephone call.
- All successful candidates must be subject to a check from the Disclosure and Barring Service at an enhanced level and information recorded on a Single Central Register.
- Advice should be sought prior to recruiting someone with a criminal record or record of other offences.
- New members of staff or volunteers must undergo a supervised probationary period including an induction programme which must cover their child protection responsibilities.

#### Recruitment and selection procedures

Specifically in this regard the school will require all newly appointed staff to be positively vetted via the Disclosure and Barring Service (DBS) at an enhanced level.

Where a DBS check indicates cause for concern the member of staff will immediately be withdrawn from the school pending further enquiries.

Where a new member of staff does not possess a recent (within three years) enhanced positive DBS check, the management team will arrange for that person to be strictly supervised until a positive check has been obtained. By strict supervision is meant:

- The person concerned will never be left alone with a student or students. When in the company of students s/he will always be accompanied by a member of staff of at least equivalent seniority, who does possess a recent enhanced positive DBS check.
- The person concerned will be denied access to any confidential records of students.

For all staff without completed DBS checks it should be made clear that they are subject to this additional supervision. The nature of the supervision should be specified and the roles of staff in undertaking the supervision spelt out. The arrangements should be reviewed regularly, at least every two weeks until the DBS check is received.

### Disclosure and Barring Service (DBS)

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. The DBS will consider whether to bar the person from working in regulated activity, which will include most work in schools and other establishments.

Local authorities, schools, FE colleges and other bodies all have a statutory duty to make reports, and to provide relevant information to the DBS. Referrals should be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.

The school recognises that safeguarding children must be everybody's responsibility. Good safeguarding practice therefore has to be built into routine procedures and practice. Nowhere is this more important than in the recruitment and vetting of people who have contact with children. Recruitment and vetting checks are a key element in the work to ensure that children are safeguarded and the risk of harm from those who are in contact with them in whatever capacity is minimised.

The school will ensure that all staff who come into contact with students at the school during school times or on school activities outside of the building possess an enhanced positive and valid Disclosure and Barring Service (DBS) check.

A register of all staff will be maintained listing their most recent DBS check and its outcome.

The register will be annually reviewed by the designated person who will report to the management team on its outcome. A new enhanced DBS check will be made for any member of staff whose previous check is at or approaching the three year level.

## Bullying

### **4. PREVENTION**

Horizons Education recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult all help to safeguard students.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to,
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty,
- include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help,

### **CHILD SEXUAL EXPLOITATION (CSE)**

Young people and children need to be educated about the dangers of CSE.

#### What is Child Sexual exploitation?

Child Sexual Exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, phones and other items, drugs, alcohol, a place to stay, protection of affection.

The vulnerability of the young person and the grooming process employed by the perpetrators, renders them powerless to recognise the exploitative nature of relationships, and unable to give informed consent.

*Safeguarding Children and Young People from Sexual Exploitation Supplementary guidance to Safeguarding Children: Working Together Under The Children Act 2004 (January 2011)*

Child exploitation has become a significant concern to adults working with young people. Any child, regardless of background and opportunity, can be exploited. There are several activities that can be found in the Life Skills booklet/folder that will allow you to discuss the issues further and allow for questions to be explored.

The internet allows for CSE to happen subtly and without adults being aware of the process. It is important to be aware of any changes in behaviour that are considered out of the norm for the young person.

As an adult working with young people you have a statutory duty to keep young people safe even if they do not see the dangers themselves.

‘..... professionals should not dismiss the abusive nature of such situations just because a young person does. The statutory responsibility to safeguard these young people and uphold the law is not dependent upon their desire to be safeguarded (*Beckett, 2011*).

Possible Indicators are:

- Staying out late.
- Multiple unknown callers.
- Use of a mobile phone or internet that causes concern.
- Expressions of despair (self-harm, overdoses, eating disorders, challenging behaviour or aggression).
- Exclusion from school or unexplained absence from or not engaged in school/college/training/work.
- Disclosure of sexual or physical assault which is then withdrawn.
- Sexually transmitted infections (STI's).
- Peers involved in CSE.
- Drug or alcohol abuse.
- Living independently and failing to stay in touch.



The list is not exhaustive as there may be other indicators that are particular to an individual.

#### What to do if you suspect CSE

- Make referrals to police and social care/using safeguarding procedures.
- Be alert to any signs or indicators.
- Screening/asking questions.
- Recording and monitoring.
- Sharing and seeking information.
- Contribute to existing systems such as police intelligence.
- Challenge poor or inadequate practice.
- Raise awareness with young people.

### **5. RADICALISATION**

In order to minimise pupils being radicalised Horizons Education tries to protect learners through proactive risk assessments. The Prevent Duty is guidance that is in place to 'prevent people being drawn into terrorism' (Section 26 of the Counter-Terrorism and Security Act 2015).

There are three specific strategic objectives to the duty:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support and;
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Government has defined extremism as 'vocal or active opposition to fundamental British values, including democracy and the rule of law.'

The risk assessment (Appendix 9) shows how steps will be taken by Horizons Education to minimise radicalisation.

The Channel identifies individuals at risk; assesses the nature and extent of the risk and develops the most appropriate support plan for the individual.

The Channel process is shown below:

### Behaviour Policy

The school's behaviour policy is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.

The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

Horizons Education's *Code of Conduct* for students gives advice, guidance and instruction to students on keeping themselves safe in school. This advice is specifically geared to the nature of the reasons for most students being placed in the school. The Code of Conduct is summarised as:

- *Students must not be alone together.*
- *Staff must be able to see and overhear students when students are together.*
- *Students are escorted to the toilet. Staff will wait at a distance from the toilet door or staff must be able to observe the toilet door from the classroom door.*
- *Students must not discuss inappropriate topics or behave inappropriately around each other.*
- *Students must not leave the building without permission.*

## **Appendix 1 Useful information**

### 1. Designated child protection person

The designated child protection person for Horizons Education is **Roger Boulton**.

## **Appendix 2 Definitions of abuse**

Children looked after may have experienced abuse prior to entering our care. The nature of such abuse may be **'physical'**, **'sexual'**, **'emotional'** or **'neglect'**.

### **Physical abuse**

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using such terms as fictitious illness by proxy or Munchausen Syndrome by proxy.

### **Sexual abuse**

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

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to

protect a child from physical harm or danger, or the failure to ensure access to appropriate care or treatment. It may also include neglect of a child's basic emotional needs.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

### **Significant harm**

Under Section 31 (9) of the Children Act 1989 as amended by the Adoption and Children Act 2002, "Harm" means ill treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

If abuse has occurred this will be identified in the Looked After Children documentation that will have been provided prior to or at the point of admission to the school. It is the responsibility of all staff to be fully aware of the content of such information.

Children who have suffered abuse may be particularly vulnerable to further abuse. There is a well-documented history of individuals involved in the care of children abusing their role and becoming perpetrators of abuse. (Please refer to 'Whistle Blowing Policy').

All staff at Horizons Education are required to contribute to the creation of a safe and open environment in which both children and adults feel respected and listened to. Clear routines and boundaries will establish a sense of security and stability.

horizons Education recognises that ultimately responsibility for the investigation of allegations of abuse rests outside the school. It

is vitally important that all school staff understand their role in this process, that the investigatory responsibility lies with the relevant Social Services Department, sometimes in conjunction with the police.

### **Appendix 3 Listening to Children**

Experience, and consultation with children shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality. Children also want to know that they will be listened to and their concerns will be taken seriously, so all education establishments should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk. Displays of helpful information about such things as national children's help lines (Children's Commissioner, Child Line, NSPCC) and peer support schemes for children and young people in easily accessible places (e.g. on students' year planners) can encourage them to share concerns and help provide assurance about that

Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures. The available UK evidence on the extent of abuse among disabled children suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. Learning support assistants working with children with special educational needs and disabilities provide close support to them and may encounter indications of possible abuse. Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible,

distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.

Staff must also be aware that:

- it is not the responsibility of teachers or other staff in schools and FE institutions to investigate suspected cases of abuse;
- any concerns should be taken up with the designated child protection person; and
- they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

#### **Appendix 4 Confidentiality**

Many professionals are under a duty of confidentiality. This is important in maintaining confidence and participation in services and thereby helping to protect children's health and wellbeing. But, as relevant guidelines make clear, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached. Where professionals judge that there is a need to share confidential information with children's social services or the police:

- they should attempt to support the child, where the child is the source of the information, to agree to a disclosure of information within a reasonable timescale;
- they may initially discuss the case anonymously with others, such as a colleague with suitable competence in child protection work or with children's social services;
- the child should be informed, unless to do so would seriously jeopardise their safety; and
- any decision whether or not to share information should be properly documented.

Decisions in this area may need to be made by or with the advice of, people with suitable competence in child protection work, such as named or designated professionals.

## Model note for staff

### What to do if a child tells you they have been abused by someone other than a member of staff

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child
- you must report orally to the school's designated senior person for child protection immediately
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings do not give undertakings of absolute confidentiality that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings
- your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

### **Confidentiality**

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

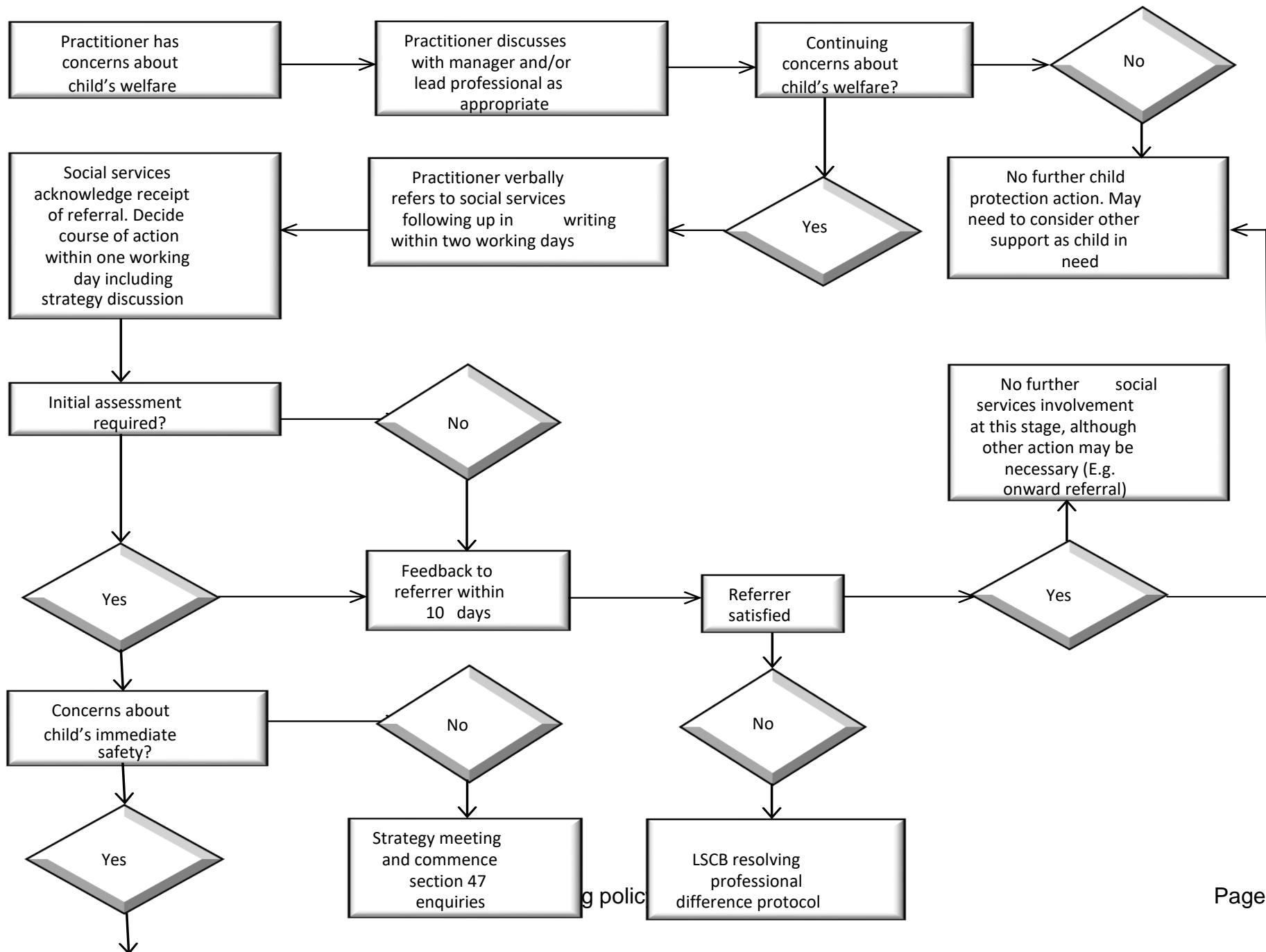
Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The designated senior person for safeguarding at Horizons Education is : **Roger Boulton**

Telephone number 07961950494

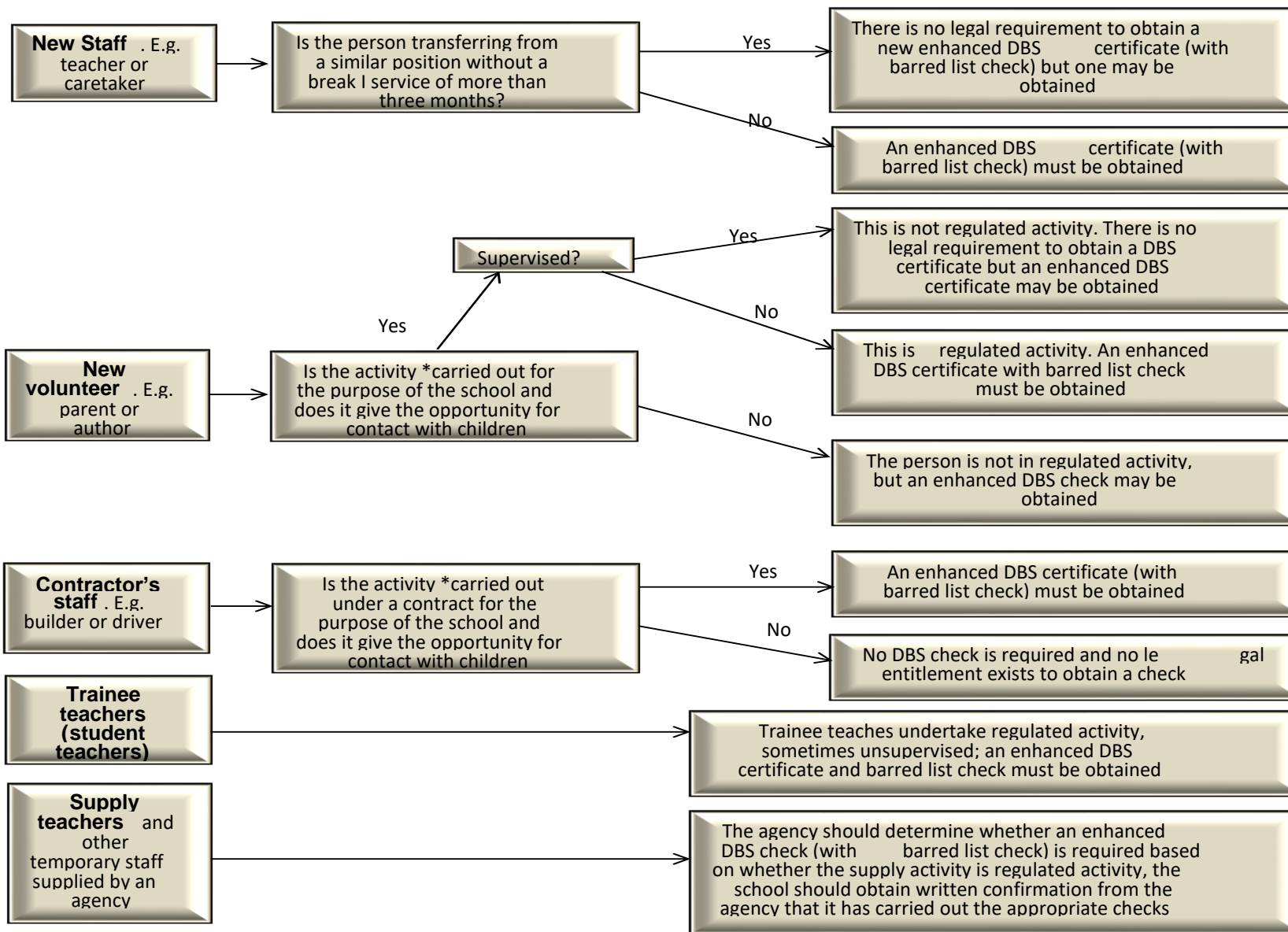
## **Appendix 8 Summary of referral process**





\*Alternatively the practitioner may wish to refer directly to the social services duty officer who will take responsibility for any action consequent on the referral.

### **Criminal record checks and barred list checks**



## Disclosure and Barring checks

Type of check	What the check involves	Position eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands and warnings.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records plus other information held by police such as interviews and allegations. This information must be relevant to the sector and be approved by the police for inclusion on the certificate.	The position being applied for must be covered by an excepted question in both the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and in Part 5 of the Police Act 1997 (Criminal Records) Regulations*

<p>Enhanced criminal record check with children's and/or adult's barred list information</p>	<p>Check of the Police National Computer records plus other information held by the police plus check of the DBS Children's Barred List plus check of the DBS Adult's Barred List</p>	<p>The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in Regulation 5 of the Police Act 1997 (Criminal Records) Regulations as able to check the barred list (s)</p>
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