

Great Oaks College Safeguarding Policy

Person Responsible: Nicola Christie
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Next Review Date: December 2018

Aims of this policy

To raise the awareness of all Great Oaks college staff and Board members to the issues relating to the safeguarding of young people and their duties relating to the protection and safeguarding of students.

To provide a format for systematic monitoring of student well-being.

To protect staff against allegations of abuse and to safeguard the College environment.

To support the young people's development through the delivery of a curriculum which fosters security, confidence and independence.

This policy was updated to reflect the Statutory Guidance for Schools and Colleges in the Document "Keeping Children Safe in Education" September 2016.

The role of the College in the safeguarding of students

Everyone who comes into contact with young people and families has a role to play in safeguarding. College staff have a particularly important role to play because they have daily contact with young people and know them very well. All college staff have a responsibility to ensure student safety and identify those who may be in need of support or are likely to suffer harm. All staff and Board members should be aware of the college safeguarding system.

Great Oaks College Curriculum

Safeguarding is central to the well-being of the individual and is therefore seen to be an intrinsic part of all aspects of the curriculum. Because of our students individual and limited understanding an individual approach is used. We aim;

- To provide time, space and opportunities for students to explore issues of concern.
- To equip students with the appropriate tools to make choices, judgements and decisions.
- To promote a positive self-image.
- To teach students to recognise their own feelings and emotions and to express these in an appropriate manner.

- To teach students to respect everyone including each other's gender, disability, cultural background, religion and sexual orientation and to foster tolerance and understanding of individual differences.
- To teach safe practice using the internet, social media and personal communication aids including mobile telephones.
- To recognise potential risks and take action to avoid these, seek help and report difficulties.

Recruitment

Great Oaks College is committed to Safe Recruitment processes. This policy should be read with the Great Oaks Recruitment Policy in which Safe Recruitment processes are laid out.

Temporary staff, volunteers and work experience students

Temporary staff booked through agencies are vetted by the agencies concerned and documentation (DBS) sought before staff work in college.

All volunteers and work experience students over the age of 17 must produce DBS certificates before starting placements in school.

Induction and training

Everyone working at Great Oaks College receives an appropriate induction before starting work which includes information about safeguarding procedures in college.

All permanent staff are provided with a copy of the staff handbook which includes a copy of the safeguarding policy. A copy of the staff handbook is available in all classrooms and is updated annually.

Training

All permanent staff are provided with a yearly safeguarding update. Staff are trained to be aware of possible signs of abuse and neglect.

There are regular twilight sessions during the cycle to ensure that staff knowledge is up to date.

Additional training can be accessed through Hounslow's CPD services.

The Head Teacher and Deputy Head Teacher undertake regular statutory training related to the role of Child Protection Liaison Officer.

Child Protection Liaison Officer

At Great Oaks College the named person is the Deputy Head Teacher Nicola Christie. In her absence the Head Teacher Anne Clinton takes the role.

On rare occasions that both the CPLO and deputy CPLO are absent then Assistant Heads are fully trained to take on the role. All staff are aware of the College system and this is a regular item on the agenda for staff meetings.

Safeguarding Procedures

Each member of staff has to read Part 1 of Keeping Children Safe in Education, (September 2016), including new and part time staff; act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding to make a referral by liaising with relevant agencies. Staff are asked to sign to confirm that they have read and understood their role in Safeguarding young people.

All staff are constantly vigilant to the well-being of students.

Student well-being and behaviour is discussed at weekly team meetings and department meetings.

On-going concerns regarding students may be shared at student update meetings where this is appropriate.

The college has a separate radicalisation and extremism policy which addresses the PREVENT agenda as well as how staff can raise concerns about any radical or extremist views or incidents.

The college will liaise closely with social care in managing student well-being. Where possible college staff will attend social care meetings.

All college curriculum activities will be appropriately risk assessed with both safety and Safeguarding taken into due consideration.

Medical care plans will be kept fully up to date and staff informed of any changes.

All concerns should be reported immediately to the Deputy, Head Teacher, or member of the Senior Leadership Team in person and using the school incident recording system (yellow forms) This should be done immediately if possible and definitely on the same day a concern is noted.

Any suspicion of abuse should be made immediately in person to the Deputy Head Teacher.

On receipt of a concern over a student's well-being the Deputy Head Teacher will assess whether further action is needed.

If abuse is suspected a referral is made to Early Help Hounslow safeguarding team.

All records of Child Protection concern are stored in confidential files in the Deputy Head Teacher's office in a secure locked cabinet.

Great Oaks College has an attendance policy which lays out our procedures regarding student absence from school. Where a student is absent for two days or more and no message has been received regarding the absence the parents are contacted. If we

are unable to contact a parent or an emergency contact able to provide details of the students absence an appropriate referral will be made to Social Care.

Appendices

- A1 Procedures if a child makes a disclosure
- A2 Physical Abuse.
- A3 Neglect.
- A4 Sexual Abuse.
- A5 Emotional Abuse.
- A6 Common sites of non-accidental injury.
- A7 Further information on Female Genital Mutilation
- A8 Child Sexual Exploitation
- A9 Prevent Duty (Please see separate policy on Extremism and Radicalisation)

Appendix A1 Procedures for all staff if a child discloses to you.

- LISTEN** repeat the child's words only - don't elaborate.
- STOP** don't ask questions or put thoughts into their heads.
- REASSURE** say "it is not your fault"
- AFFIRM** say "you are right to tell me".
- REPORT** to the Deputy Head Teacher directly, write everything down quickly and precisely. Sign and date the report

Appendix 2 Physical Abuse - Definition

Any actual or likely physical injury to a child or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocations and Munchausen's Syndrome by Proxy, where there is a definite knowledge or a reasonable suspicion that the injury has or may be inflicted by another person.

Typical signs of physical abuse:

- Slap marks
- Bite marks
- Fractures
- Burns
- Cut Lips
- Bruises

Typical behaviours associated with physical abuse:

- Wary of physical contact
- Do not expect/want to be comforted
- Seem less afraid than other children
- Seek information about what is going to happen to them
- Kept away from school

Common sites of accidental injury:

- Crown of head
- Forehead
- Nose
- Elbows
- Hips
- Hands
- Knees
- Shins

What to look out for:

- Eyes - the eye is well protected against accidental injury by its bony socket. Look out for bloodshot eyes.
- Slapping, smacking, gripping - finger marks, earache, swelling, reddening.
- Throttling or strangling - finger marks, thin red line.
- Raised wheals - buckle marks.
- Human bites - elliptical bruise, teeth marks. Bites are never accidental!
- Burns - Not common for multiple burns to be caused accidentally.
- Cigarette burns - often found in groups. Seldom heals without medication.
- Scald - on hands and feet, particularly if clear demarcation line.

Appendix 3 Neglect - Definition

The persistent or severe neglect of a child's health or development or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including non-organic failure to thrive.

Neglect - what to look for:

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Dirty teeth and halitosis
- Underweight
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality - frequent infestations
- Frequent bouts of gastro-enteritis
- Prominent joints
- Hands red and swollen
- Protuberant abdomen

Typical behaviours associated with neglect:

- Preoccupied with food - stealing.
- Gains weight when away from home
- Overly tired

- Unable to concentrate on schoolwork
- Poor language skills
- Poor motor development
- Often absent

Appendix 4 Sexual Abuse - Definition

Actual or likely sexual exploitation of a young person by involvement in sexual activities they do not truly comprehend, to which they are unable to give informed consent, which violate the social taboos or family roles, or which are against the law.

Sexual Abuse - what to look for:

- Detailed sexual knowledge inappropriate to age
- Promiscuity
- Excessively affectionate or sexual
- UTI and/or STD
- Awkwardness in walking or sitting down
- Constipation or soiling

Appendix 5 Emotional Abuse - Definition

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involved some emotional ill-treatment.

This category should be used where it is the main or sole form of abuse.

Emotional abuse - what to look for:

One of the most difficult types of abuse to recognise

- Behavioural signs rather than physical
- Withdrawn - sucking, biting, rocking
- Introverted
- Depressed
- Anti-social, destructive

Appendix 6 Common sites of non-accidental injury:

- Eyes - two black eyes always a concern
- Cheeks
- Ears
- Mouth
- Stomach
- Buttocks
- Inner Arms
- Remember - most non-accidental injuries leave marks on the body.
- Professionals who regularly see children partially dressed, such as PE teachers, swimming instructors, school nurses etc. are key people in recognising this form of abuse.

Appendix 7 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.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place 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 students, 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.

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the college's designated safeguarding lead and involve social care as appropriate.

Appendix 8 - Child Sexual Exploitation (CSE)

Child Sexual exploitation (CSE) is a crime which is rising in the UK. It includes human trafficking, which is described as a form of 'modern day slavery'

Definition of Child trafficking is the ‘recruitment, transportation, harbouring or receipt of a child for the purpose of exploitation’

Whilst there are no current figures on disabled young people and the likelihood of this type of abuse, staff should be aware of these practices and respond as in all cases of suspected abuse.

Although the students at Great Oaks College are not children they are extremely vulnerable and so the same consideration regarding CSE should be applied.

Exploitation is described as: Sexual (including prostitution) forced labour, domestic servitude, criminal activities, benefit fraud, organ harvesting and illegal adoption.

There are 3 models

- Inappropriate relationships (Grooming)
- Boyfriend model
- Organised sexual exploitation (Party Model)

Risk Indicators

- Missing from home
- Gifts
- Older boyfriend
- Introduction to drugs/ alcohol
- Taken on trips
- Behaviour changes/ mood swings/ self-harm
- Sending/ receiving inappropriate images

Appendix 9 - Prevent Duty - Please see policy on extremism and radicalisation