



Safeguarding Policy for Educate & Celebrate

POLICY TO BE REVIEWED September 2019

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1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, 2018)

This Child Protection policy is for all employees at Educate & Celebrate and the students, parents, governors, volunteers and the wider school community with whom we come into contact with. It forms part of the safeguarding arrangements for our charity and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2018)
- E&C Child Protection Record – Report a concern (Appendix 2)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.



Our charity also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

- Keeping Children Safe in Education (DfE, 2018)
- Working Together (HMG, 2018)
- Information sharing advice for safeguarding practitioners (HMG, 2018)
- Data Protection Act (2018)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)

3. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our charity is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child’s welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.



Peer on peer abuse

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting' or initiation / hazing type violence and rituals. We will take swift action to intervene where this occurs and notify the school or organisations DSL.

Children with special educational needs and disabilities

Our charity understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Child Sexual Exploitation (CSE)

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

Our charity is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns and will report to the school or organisations designated safeguarding lead.



Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our charity is alert to the signs and indicators of a child becoming at risk of, or subject to, CCE and will take appropriate action to respond to any concerns and will report to the school or organisation's designated safeguarding lead.

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our charity recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse. As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our charity will operate in accordance with the statutory requirements relating to this issue, and in line with the school or organisation's local safeguarding procedures.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our charity understands how to report concerns where this may be an issue.



Preventing Radicalisation

'Channel' and 'Prevent'

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Channel, a key element of the Home Office's "Prevent" strategy, is a multi-agency approach to protect people at risk from radicalisation. We will work with schools to support this.

This includes identifying pupils:

- Showing empathy for extremist causes
- Glorifying violence, especially other faiths or cultures
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who have family or friends involved in extremism
- Advocating messages similar to illegal organisations or other extremist groups

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, we will discuss this with the Designated Safeguarding Lead.

Peer on Peer abuse including 'sexting' and children displaying Harmful Sexual Behaviours

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching) and emotional abuse (including bullying).

Department for Education (DfE) September 2016: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be accepted or passed off as 'banter' or part of 'growing up'. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

We will support schools and organisations to fulfil their responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.



Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched, or boys being involved in initiation activities, cyberbullying or sexting).

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages (including on social media) and sexual exploitation, coercion and threats.

At Educate & Celebrate we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We will report any concerns to the DSL / safeguarding leads.



4. Procedures

All charity employees have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead). (See Appendix 2 Report a concern)

All action is taken in accordance with the following guidance;

- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police.

5. Recruitment and Training

Safer Recruitment

We recognise that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

We will protect pupils from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications to work with us in paid or voluntary capacity. We will:

- Verify applicant's identity
- Check applicants qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member who has attended safer recruitment training



- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2016) which will be made available to all staff.

Managing allegations against staff

We understand that a pupil may make an allegation against a member of Educate & Celebrate staff. If such an allegation is made:

The member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present and the Educate & Celebrate Designated Safeguarding Lead.

They will discuss the content of the allegation with the school or organisations DSL and if necessary, the LADO (local authority designated officer).

We will follow the procedures outlined in the statutory guidance 'Keeping Children safe in Education.' (2016)

Individuals who are the subject of allegations should be informed of these as soon as possible. The school or organisation will be asked to contact and report to the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and will be taken on advice from CEO and Chair of Trustees.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.



6. Professional confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

7. Records and information sharing

Well-kept records are essential to good child protection practice. Our charity is clear about the need to record any concern held about a child or children and when these records should be shared with other agencies. (See Appendix 2 Report a Concern)

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

8. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our charity wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.



It is vital that we work in partnership with schools to support the well-being of the pupils we work with. Parents should share any concerns about the well-being of their child with the school or organisation, so appropriate support and interventions can be identified and implemented.

9. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our charity works in accordance with statutory guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

10. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All charity employees are made aware of the duty to raise concerns about the attitude or actions of staff we train. The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

Appendix 1



12 steps to safer recruitment

Follow the **12 steps** below to make sure that you recruit only the most suitable candidates to work with children and young people.

Before you release your post...

- Step 1** Ensure that you have an up to date recruitment and selection policy that describes the process and roles before you begin
- Step 2** Ensure that your organisation has a safeguarding policy and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials
- Step 3** Ensure that you have an up to date job description and person specification for the role(s) you wish to recruit to, that have been agreed with the recruiting manager
- Step 4** Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding
- Step 5** Ensure that you have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, safeguarding policy/statement and application form

Before you interview...

- Step 6** Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview
- Step 7** Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references and Independent Safeguarding Authority (ISA) checks
- Step 8** Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information

Before you select your preferred candidate...

- Step 9** Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description
- Step 10** Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form

Before you formally appoint...

- Step 11** Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role
- Step 12** Ensure that your preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks



visit www.cwdcouncil.org.uk/12steps

SG10/0310

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Appendix 2 - CHILD PROTECTION RECORD Report a Concern

Name of referrer:		Role of referrer:	
Child Name:			
Date of birth:		Year Group / class:	
Details of concern:	<i>(Use body map if appropriate)</i>		
Reported to:		Role of person reported to:	
Signed:			



Date:	
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Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer?		<i>If not, state reasons why – if yes, note discussion with parent</i>	
Referral made:		<i>If not, state reasons why – if yes, record to whom and any action agreed</i>	
Feedback to referring member of staff:			<i>By whom</i>
Response to / action taken with pupil:			<i>By whom</i>
Name and contact number of key workers:			
Name and contact details of GP:			
Other notes / information:			
Any other action required:			