Safeguarding children and young people policy

<table>
<thead>
<tr>
<th>Reviewed/ Amended</th>
<th>Reviewer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed</td>
<td>Lisa Sharrock</td>
<td>August 2016</td>
</tr>
<tr>
<td>Reviewed</td>
<td>Lisa Sharrock</td>
<td>September 2017</td>
</tr>
<tr>
<td>Reviewed</td>
<td>Siobhan Partington</td>
<td>September 2018</td>
</tr>
<tr>
<td>Next review due</td>
<td></td>
<td>September 2019</td>
</tr>
</tbody>
</table>
Impact of Autism

Safeguarding and protecting children from harm is paramount in all we do. Children are vulnerable simply because they are children, however, due to the complex nature of autism, the children and young people in our care at Progress School are particularly vulnerable. People with autism have core impairments in social understanding, communication and flexible thinking, this alongside disordered sensory systems, lack of theory of mind (an inability to predict or interpret others’ thoughts and intentions) learning disability and challenging behaviours. These complex needs create many barriers to keeping children safe from harm or abuse.

Safeguarding training is delivered in house and reflects the complex difficulties in identifying abuse and looks in depth and some of the specific indicators that may raise concern.

Difficulties are further compounded by the number of professionals involved in the care and education of our students, many of whom live in our children’s homes. As such, close communication and consistent recording systems are essential. Joint training is delivered across the service to ensure a consistent approach.

1. INTRODUCTION

1.1 Safeguarding Children is everyone’s responsibility at Progress School. The Children Act 1989 states that the welfare of children and young people (hereafter referred to as children) is paramount. This includes their right to be safeguarded against all forms of abuse, including sexual exploitation. Staff should be alert to indications of possible child abuse and understand procedures to be taken to raise their concerns.

1.1.1 Keeping Children Safe in Education, September 2018, states that Safeguarding is ‘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; and taking action to enable children to have the best outcomes.’

2. Designated Roles – The Designated safeguarding officer at Progress School is the Deputy Head, Siobhan Partington. There are also two deputy DSOs, the Operations Director – Wendy Sparling and the Headteacher – Lisa Sharrock. All staff have a responsibility to complete online safeguarding children and safeguarding adults training and attend annual face to face training. All staff must also read, understand and adhere to Progress School and Priory Group policy, and The Keeping Children Safe in Education (September 2018) document - particularly Part One.

3. Legal Context

3.1 There is no single law that defines the age of a child across the UK. The UN Convention on the Rights of the Child, ratified by the UK government in 1991, states that a child “means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier. Working together 2015 defines a child as anyone ‘anyone who has not yet reached their 18th Birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate. Does not change his/her status or entitlements to services or protection’. This is also detailed in the Children Act 1989. Authorities in England, Wales, Northern Ireland and Scotland each have their own guidance setting out the duties and responsibilities of organisations to keep children safe, but they all agree that a child is anyone who has not yet reached their 18th Birthday.
who has not yet reached their 18th birthday, unless that child has a learning disability, in which case they are viewed as a child until their 19th birthday.

3.2 The legal context in which professionals intervene in the lives of children is determined by the Children Act 1989, which was expanded upon by the Children Act 2004. ‘Working Together to Safeguard Children’ 2006 (revised in 2015) provides the guidance by which agencies work together to protect children in line with the legislative requirements. Progress School and Children’s Homes recognise that in order for staff to fulfil their duties in line with ‘Working Together’, they will have different training needs which are dependent on their degree of contact with children and/or with adults who are parents or carers, their level of responsibility and independence of decision-making. (See section 7 – Training)

3.3 All matters relating to the wellbeing of children and their families in England is dealt with by the Department for Education and the Local Safeguarding Children Boards (LSCBs). Progress School follows Lancashire Safeguarding Children Board’s procedures and has developed strong links with the Designated Officer (DO), previously referred to as LADO.

3.4 Reference must also be made to ‘Keeping children safe in education 2018’ which is statutory guidance and sets out what education settings must do to safeguard and promote the welfare of children. It is issued under section 175 of the Education Act 2002, the Education (independent school standards) Regulations 2014, and the Education (non-maintained special schools) (England) regulations 2011.

3.5 Part One of Keeping Children Safe in Education has been simplified and published as a standalone document. All staff at Progress School will read and sign to demonstrate their understanding of this document at least annually or sooner if there are any changes to it.

3.6 The updated document ‘Keeping Children Safe in Education 2018’ includes a new section - Part 5 which identifies schools’ duty to prevent and protect children from sexual violence and sexual harassment between children. At Progress School, all students are supervised at all times and so sexual violence or harassment between children is highly unlikely. However in the event of this occurring, the DSO or deputy will follow guidance set out in ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges – May 2018’

4. POLICY STATEMENT

4.1 The commitment of all staff at Progress School is to effectively protect all children from any form of abuse.

4.2 Child protection is a part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Progress School aims to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

4.3 Statements made by children about allegations of abuse or neglect will always be taken seriously, as will their wishes and feelings. It is important to listen carefully to the child and report any allegations or suspicions of abuse to the designated Safeguarding Lead immediately, or, in their absence, a senior member of staff.

4.4 A multi-disciplinary and multi-agency approach to identification of allegations, reporting, planning and review should be the normal approach when dealing with incidences where
intervention is considered necessary. This would follow Lancashire Safeguarding Children Board’s procedures.

5. RESPONSIBILITIES

5.1 It is the responsibility of the leadership team at Progress School to ensure that adequate safeguarding and child protection practices are in place within the provision including following safer recruitment procedures.

5.2 It is the responsibility of all staff to read this policy, Part One of Keeping Children Safe in Education September 2018, to complete the Safeguarding training commensurate with their job role and to report any genuine concerns to the designated Safeguarding Officer.

6. PREVENTION

6.1 Safer Recruitment - Safer recruitment policies must be followed for all staff. Refer to policy HR01 Recruitment.

6.2 Agency Staff – Agency staff references and DBS checks are the responsibility of their employee i.e. the Agency, but must be confirmed in writing to Progress School prior to any shift being worked. Agency staff induction will include an overview of safeguarding procedures specific to the site. It is the responsibility of the Senior Administrator to ensure agency staff have been cleared by their employer i.e. the agency.

6.2.1 In 2012 the Independent Safeguarding Authority (ISA), which was introduced as a result of The Safeguarding Vulnerable Groups Act 2006 and worked as a new vetting and barring scheme for all those who work with children and vulnerable adults, merged with the Criminal Records Bureau (CRB) to become the Disclosure and Barring Service (DBS). The DBS will carry out criminal records checks for potential staff and issue a certificate. The DBS maintain a Barred list for Children detailing individuals who are not suitable to work or carry out regulated activity with children. The leadership team at Progress School are required to make referrals to the DBS about individuals they believe to pose a risk of harm to vulnerable groups. There is guidance on making a referral to DBS at https://www.gov.uk/government/publications/dbS-referrals-form-and-guidance. It is an offence for employers to employ anyone who is on the barred list, or if they neglect to refer an individual to the DBS.

6.3 Notifications to Regulatory Bodies and DBS - It is the responsibility of the Principal/ Head of Education to notify their specific regulatory body if an employee is dismissed on safeguarding grounds in consultation with company principal, Central HRD and the Regional Manager or Operations Director.

6.4 Partnership Working - No effective child safeguarding process can work unless those concerned are committed to the concept of partnership working. All agencies involved, private or public bodies, should have the well being of the child as the first priority.

6.5 Information Sharing - Information shared between agencies, including the local Children’s Services Dept (social services) and the police must be treated with the strictest confidentiality and in line with the document ‘Information Sharing: advice for practitioners providing safeguarding services’ (DFE-00128-2015) 2015. If sexual exploitation is suspected or disclosed, there is guidance in ‘Safeguarding Children and Young People from Sexual Exploitation’ (DCFS
2009) on disrupting perpetrator behaviour, identifying possible criminal offences and evidence gathering, with a view to information sharing, as such cases may already be under surveillance on monitoring by police and criminal justice agencies who lead on this aspect of safeguarding children.

6.5.1 In most cases consent should be sought before sharing information, but there are cases when you should not seek consent. For example if doing so would:

(a) place a person (the individual, family member, yourself or a third party) at increased risk of significant harm if a child, or serious harm if an adult
(b) prejudice the prevention, detection or prosecution of a serious crime
(c) lead to an unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

6.6.2 Even where you do not have consent to share confidential information, you may lawfully share it if this can be justified in the public interest. Seeking consent should be the first option. However, where consent cannot be obtained or is refused, or where seeking it is inappropriate or unsafe as explained in 4.4.1 above, the question of whether there is a sufficient public interest must be judged by the practitioner on the facts of each case. Therefore, where you have a concern about a person, you should not regard refusal of consent as necessarily precluding the sharing of confidential information.

6.5.3 A public interest can arise in a wide range of circumstances, for example to protect children from significant harm, protect adults from serious harm, promote the welfare of children or prevent crime and disorder. There are also public interests, which in some circumstances may weigh against sharing, including the public interest in maintaining public confidence in the confidentiality of services.

6.5.4 In addition the Children Act 2004 introduced a duty to co-operate to improve the wellbeing of children and young people and for agencies to work together.

6.5.5 Taking account of the information sharing guidance, where it is decided that parents should be informed, this must be done in a planned way. The views of the child, any allegations which involve a parent or adult in the family, and the statutory responsibility for the child will influence how this will be done.

6.5.6 The local authority has a statutory responsibility to make further enquiries if concerns about the wellbeing of any child are expressed to them which reach their threshold for intervention. The appropriate personnel from Progress School would participate in the conference and will provide whatever information is deemed necessary.

6.6 Educating Children about Issues (PSHE) – Progress School strive to ensure that the student is aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The non-statutory framework for Personal Social and Health Education (PSHE) provides opportunities for children to learn about keeping safe, and who to ask for help if their safety is threatened. As part of developing a healthy safer lifestyle students should be taught, for example:
(a) To recognise and manage risks in different situations and then decide how to behave responsibly, as appropriate.

(b) To judge what kind of physical contact is acceptable and unacceptable, as appropriate.

(c) To recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure; including when and where to get help, as appropriate.

6.6.1 Although, issues such as domestic violence and abuse can be difficult to broach directly, discussions about keeping safe may reinforce the message that any kind of violence is unacceptable, letting children know that it is okay to talk about their own problems, and signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns. Staff delivering lessons on these subjects need to be prepared for that possibility.

6.6.2 Lesson plans relating to extremism and radicalisation can be delivered to any young people deemed to be at risk of drawn in to terrorism.

6.7 Online Safety – Progress School utilise appropriate filters both on the education network and the wifi, which has a ‘Barracuda’ filter in situ. Further information regarding the filtering and monitoring of internet use can be found at The UK Safer Internet Centre.

6.7.1 Staff encourage online safety at all times for children and young people, who are encouraged to discuss online experiences, and tips and lessons around being safe online can be utilised.

6.8 Visitors - All visitors to and from Progress School must be recorded, and supervised as appropriate. (Refer to Priory policies on visitors and visiting children, HS3 Arrangements for Visits by children, AM65 Visitors, ES21 Visitors to Schools). The visitors book is located in reception, and all visitors are required to wear a badge to identify this, and also receive an information leaflet regarding safeguarding at Progress School.

7. TRAINING

7.1 A training plan is in place and will be managed and monitored. It is the responsibility of the Site Learning Administrator to ensure that all employees comply with the training plan and to regularly view the compliance levels via monthly Academy reports. Training will be refreshed annually at least.

7.2 All employees working at Progress School will undertake the Online Academy training module on Safeguarding Children to enable them to recognise early signs of abuse and understand how to communicate concerns to child protection leads and share vital information between agencies – Level 1. Prior to commencing employment staff also receive Level 3 face to face safeguarding training as part of their induction process. Keeping Children Safe in Education 2018 states that safeguarding training should be ‘updated regularly, as required, but at least annually’.

7.3 The Leadership team has the responsibility to identify further suitable training through their Local Safeguarding Children Boards (LSCB), appropriate to the level of contact with children or parents/carers and the responsibilities of the employee in regard to children.
7.4 All Designated Safeguarding Officers will attend centrally arranged Designated Safeguarding Children Officer training (Level 4). Course dates are published by the Learning and Development Department.

7.5 In accordance with part two of Keeping Children Safe in Education 2018 there is appropriate cover in place for the Designated Safeguarding Lead, The Deputy Head. The post is deputised by the Head of Education.

7.6 The Leadership team should ensure that the training materials and guidelines provided by LSCB are available to all employees. This is available within Lancashire by accessing the Lancashire Policy & Safeguarding Children manual online at http://panlancashirescb.proceduresonline.com/

7.7 Depending on the level of contact with children, supervision will be delivered on a one to one basis or in a supervision group. Supervision is ‘an accountable process which supports assures and develops the knowledge skills and values of an individual, group or team’. The purpose is to improve the quality of their work to achieve agreed outcomes. (Providing Effective Supervision, Skills for Care and CWDC 2007, page 5). Annual appraisals, termly observations and daily briefings take place, and offer opportunities for individual/group supervisions and practice feedback.

8. DEFINITIONS AND RECOGNITION OF CHILD ABUSE

8.1 Whilst the statutory responsibility for deciding whether or not a child has been abused lies with personnel both in and outside of Progress School, staff should be aware of what is meant by child abuse. Working Together to Safeguard Children 2015 states that abuse and neglect are ‘a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. There are four types of abuse which are defined in Working Together to Safeguard Children 2015, these are:

(a) Neglect

(b) Physical Abuse

(c) Sexual Abuse

(d) Emotional Abuse

This policy also looks at the definitions of Radicalisation, child sexual exploitation and Female Genital Mutilation, as described in Keeping Children Safe in Education 2018. It must be noted that abuse is not just an adult crime. Children can pose a threat either physical or sexual to other children. Even when sexualised behaviour is identified and a child is on a treatment programme, they still have to be educated and managed within the school or residential care home. See part 5 Keeping Children Safe in Education 2018

8.2 Neglect - The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of health and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision
(including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Working Together to Safeguard Children 2015.

Physical signs of neglect may include:
(a) Constant hunger, sometimes stealing food from other children
(b) Constantly dirty or ‘smelly’
(c) Loss of weight, or being constantly underweight
(d) Inappropriate clothing for the conditions.

8.3 Physical Abuse - A form of abuse that may involve hitting, shaking, throwing poisoning, burning or scalding, drowning, suffocation, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Working Together to Safeguard Children 2015.

It is a criminal offence to physically assault another individual, and should be reported to the LSCB and to the police by a senior member of staff for appropriate investigation. Signs of physical abuse may include:
(a) Discrepancy between injury and explanation, conflicting explanations, or no explanation for an injury, or Injuries of different ages
(b) Delay in seeking treatment
(c) Bruising (including bruising which could be deliberately applied or multiple bruising)
(d) Bites, burns, ligature marks, scalds, inconsistent with an accident, fractures, head injuries, poisoning
(e) Constant diarrhoea or Voracious appetite
(f) Listlessness or fixed watchfulness
(g) Alopecia.

8.3 Sexual Abuse - Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at or the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Working Together to Safeguard Children 2015.

Signs may include:
(a) Sexually transmitted infections
(b) Soreness or injury in genital/anal area
(c) Recurrent urinary tract infections
(d) Vaginal discharge/bleeding
(e) Pregnancy
(f) Changes in behaviour – e.g. wetting/soiling
(g) Sleep disturbance
(h) Inappropriate sexual language/knowledge
(i) Excessive masturbation
(j) Promiscuous affection seeking
(k) Running away
(l) Drug/alcohol abuse
(m) Eating disorders
(n) Psychosomatic illness

**Child Sexual exploitation** can take many forms from the seemingly ‘consensual’ relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops. Sexual exploitation of children and young people should not be regarded as criminal behaviour on the part of the child or young person. See Child Sexual Exploitation policy.

8.4 **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.

*Keeping Children Safe in Education, September 2018*

Signs that FGM may be about to take place include;
(a) Girls talking about going on a ‘special holiday’
(b) References to FGM may be overheard by professionals
(c) Girls may confide that they are going to have ‘special procedures’ to ‘become a woman’
(d) Girls being taken to country of origin for long holidays.

Signs that FGM has already taken place include;
(a) Girl may have trouble walking/ sitting/ standing and look uncomfortable.
(b) May take longer in the bathroom due to difficulties urinating
(c) May have frequent UTI/ Kidney infections
(d) May become withdrawn or display sudden behavioural changes

The Serious Crime Act 2015 has placed a new duty on teachers, social workers and health care professionals to report ‘known’ cases of FGM involving victims under 18 to the police. This duty came in to force on 31st October 2015.

A ‘known’ case of FGM is where either a girl informs someone that an act of FGM has been carried out on her, or where the person observes physical signs on a girl that appear to show that an act of FGM has been carried out and they have no reason to believe that the act was or was part of a surgical procedure within section 1 (2)(a) or (b) of the FGM Act 2003.
Government guidance is available on reporting FGM in the document ‘Mandatory Reporting of Female Genital Mutilation Procedural Information. A copy of this is available in the Head Teachers office.

8.5 Emotional Abuse – The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of the way they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 maltreatment of a child, though it may occur alone.

Working Together to Safeguard Children 2015.

Signs may include:
(a) Failure to thrive (could include appearance and development not consistent with age)
(b) Deliberate self harm
(c) Psychosomatic illness
(d) Wetting and soiling
(e) Withdrawn, aggressive, or bizarre behaviour
(f) Attention seeking behaviour
(g) Inappropriate seeking of affection
(h) Running away
(i) Under achievement
(j) Difficulty in formulating friendships.

N.B Children from all cultures are subject to abuse and neglect, so practitioners need to make sensitive and informed judgements about a child’s needs, and parents’ capacity to respond to their child’s needs. It is important that professionals are sensitive to differing family lifestyles and to child-rearing patterns that may vary across different racial, ethnic and cultural groups. At the same time they must be clear that child abuse cannot be condoned for cultural or religious reasons.

8.6 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 different 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 the answer. The internet and social media in particular has become a major factor in the radicalisation of young people.

Keeping Children Safe in education 2018
The Prevent Strategy is part of the government’s counter terrorism programme focussed on vulnerability and safeguarding. The aim is to stop vulnerable children and young people becoming terrorists or supporting terrorism. It does this by identifying individuals that may at some point in their life become vulnerable to incitement and recruitment to extremist groups.

Channel is a programme focussed on providing support at an early stage to people assessed as being vulnerable to being drawn in to terrorism. Schools can make a referral to Channel if they are concerned that an individual may be vulnerable to radicalisation.

9. **INTERNAL REPORTING**

9.1 All safeguarding incidents and allegations of abuse will be reported on the Corporate Governance Incident Reporting System. A note will be made of whether the incident is disclosure of a historical event or whether it is a current issue that has happened whilst the child is the responsibility of Progress School staff. A register of all safeguarding incidents will be kept centrally via this reporting system.

9.2 If an incident has been discussed with the local Children’s Services Department (i.e. Designated Officer), the advice of the local Children’s Services Department will be acted upon. A log of these discussions are maintained in the safeguarding file alongside a chronology of actions taken.

9.3 Staff who suspect any form of child abuse or safeguarding issue should discuss their concerns with the Designated Safeguarding Officer or in their absence discuss with senior staff members.

10. **DISCLOSURE OR DISCOVERY OF ABUSE OR ALLEGATIONS OF ABUSE**

10.1 **Step by Step Guide**

(a) Listen to what the person who is alleging abuse has to say.
(b) Advise the person alleging abuse what will happen next
(c) Never ask leading questions about the alleged abuse.
(d) Report any allegations or suspicions of abuse to the Designated Safeguarding Officer immediately. In his/her absence, consult the next senior member of staff available.
(e) Record:
   i. All details and times of conversations and telephone calls.
   ii. Names of staff present at the time.
   iii. Any other relevant information. (See appendix ? for checklist)

(a) Remember, speed is essential Record in detail the circumstances, including the nature and extent of any injuries and any action taken.
(b) Keep records up to date, to evidence outcomes or further work required.
(c) Refer the case to the local Children’s Services Department and take their advice on what to do next as delays in reporting abuse can have serious consequences for an abused child.

10.2 In the event of, or knowledge of abuse of children at the school by a member of staff, employees should use the following procedures:
(a) Consult with the Designated Safeguarding Officer who will liaise with the local Children’s Services Dept, (i.e. the Designated Officer) either to seek advice or to make a referral as either a child in need or a child in need of protection.
(b) Record in detail the circumstances, including the nature and extent of any injuries and any action taken including any immediate medical assistance required.

10.3 The Designated Safeguarding Officer is responsible for ensuring that the following procedures are carried out where abuse is suspected or alleged:

10.4 The Designated Safeguarding Officer will be the point of contact for all matters concerning a particular case and he/she will liaise with the local Children’s Services Department and co-ordinate any actions that they prescribe or recommend.

10.5 Staff may be required to contribute to an initial case conference set up by the Children’s Services Department either by providing a report or by attendance.

10.6 Historical abuse will always be discussed with the local Children’s Services Department as the perpetrator could still be in a position to abuse children and the child or young person who disclosed may require support.

10.7 The Designated Safeguarding Officer will ensure that concerns are fully and accurately recorded on the Incident Reports. These, along with other reports or details regarding any allegation or incident of abuse, will be kept securely and confidentially by the Designated Safeguarding Officer.

10.8 The Principal is responsible for undertaking all such duties described above in the absence of the Designated Safeguarding Officer.

10.9 A case file will be commenced in relation to each allegation. These will include a chronology of all actions taken, copies of all relevant information and relevant correspondence. These will be signed off by the Principal/ Head of Education once the case is closed, with a full summary report available.

11. REFERRALS TO THE LOCAL CHILDREN’S SERVICES DEPARTMENT

11.1 Progress School will use the documentation provided by or agreed with the Lancashire Children’s Services Department to make referrals. Any referral that is made to the Children’s Services Department must also be made to the relevant regulatory body.

12. PUPILS/STUDENTS IN WORKPLACE PLACEMENTS

12.1 There are occasions when children are placed in settings outside of their normal educational/residential setting. This might be as work experience, or under the increasing flexibility agenda or alternative provision arrangements.

12.2 The Teachers at Progress School organising placements need to ensure that local procedures are in place to protect children from harm, focusing greatest protection on settings in which children may be most at risk, for example when children are placed for long periods in one to one situations with an adult. Employers and training organisations need to be made aware of safeguarding issues and asked to co-operate in putting appropriate safeguards in place. The
safety of the student remains the responsibility of the site making the placement and therefore Progress School staff will need to continue to undertake regular risk assessments.

12.3 Additional safeguards will be necessary for placements that are in the same workplace when one or more of the following conditions apply.

The placement is:

   (a) For more than one day per week
   (b) For longer than one term in any academic year
   (c) Aimed at children who may be vulnerable, e.g. those who have special needs, or are young (aged under 16)
   (d) One where the workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e. micro business, sole trader or journeyman)

Or

   (e) Has a residential component.

12.4 If any of the above conditions apply, the following safeguards should be in place:

   (a) The Teachers at Progress School who arrange, vet, or monitor work placements should have had training in safeguarding.
   (b) Training organisations or employers taking responsibility for a child or children on a long term placement should be asked to make a commitment to safeguarding their welfare by endorsing an agreed safeguarding policy or statement of principles.
   (c) Any person whose normal duties will include regularly caring for, training, looking after or supervising a child in the workplace should be vetted and subject to DBS checks to ensure she/he is not disqualified from working with children or otherwise unsuitable to be responsible for them.
   (d) **N.B.** this should not include people who will have contact with the child simply because she/he will be in the same location, or as part of their work. It is intended to apply to people who are specifically designated to have responsibility for looking after, supervising or directly training a child or children throughout the placement. Checks should normally be arranged by the organisation arranging the placement, through the LA, School or FE institution, and the person should be regarded as a volunteer for the purpose of the check. The results of these checks will be recorded on the institution’s Single Central Register.
   (e) That person should also be given basic child protection training by the placing institution to be aware of their responsibilities in accordance with “**What to do if you’re worried A Child is being abused**”. They should be given details of a person to contact at the institution in the event that there are any concerns about a child for whom they are responsible.
   (f) Local Authority policies and procedures should define what actions need to be taken by whom and when if any child protection issues are raised prior, during or after the placement.
In some cases it is also important to ensure that the child/student concerned is suitable for the placement (for example, when placing children in environments involving them working with younger children) and in some circumstances DBS checks may be required. **N.B. DBS** checks would not normally be appropriate for students taking Applied GCSE in Health and Social Care

13. **PHYSICAL INTERVENTIONS**

13.1 The Progress School behaviour support policy adheres to the Priory Group Behaviour and Discipline policy (ES04 V08) regarding the use of physical interventions.

13.2 Physical interventions will only be carried out by staff who have completed a two day Intermediate Team Teach training session. This is refreshed every two years in accordance with legislation. Physical intervention is used ONLY in accordance with individual children’s behaviour support plans.

13.3 In the event of a serious incident where there is significant risk or harm or damage to property, staff have a duty to use reasonable, necessary and proportionate force to keep the child safe. Consent to intervene as appropriate is granted by the headteacher once a person assumes any role in the school.

13.4 The Department of Health and Department for Education have issued joint guidance on the use of physical intervention. Where it has been used, a full record of the incident must be made, and if serious the appropriate authorities informed (Primary Care Trust/Local Authority/Local Safeguarding Children’s Board). In exceptional cases the appropriate regulatory body should also be advised (Ofsted) by the Principal/Head of Education, in consultation with the Regional manager or Operations Director.

**APPENDICES**

**APPENDIX 1** – Role description for Designated Safeguarding Officer/leads

**APPENDIX 2** – List of relevant policies/documents/legislation

**APPENDIX 3** – Report Writing Checklist

**APPENDIX 4** – Safeguarding flow chart for staff

**APPENDIX 5** – Safeguarding flow chart for YP
APPENDIX 1

Role of the Designated Safeguarding Officer

Keeping Children Safe in Education September 2018 states “It is a matter for schools and colleges as to whether they choose to have one or more deputy designated lead(s). Any deputy must be trained to the same standard as the designated safeguarding lead.”

“Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection...remains with the designated safeguarding lead; this lead responsibility should not be delegated.”

The role of the designated Safeguarding Officer on sites where children are accommodated, cared for or educated should include, as a minimum, the following:

(a) Undertake training and updates to the level specified
(b) Monitor (and if appropriate, deliver) safeguarding training of colleagues on site and ensure it is of good quality, up to date and meets the requirements of the regulator and Priory group policy.
(c) Communicate changes to procedures/documentation to colleagues
(d) Ensure that their own knowledge of safeguarding legislation and guidance is up to date
(e) Ensure site colleagues are up-to-date and informed on specific and topical safeguarding issues e.g. CSE, social media
(f) Assist/advise other colleagues on safeguarding issues
(g) Be aware of what situations require referral to the local Safeguarding team
(h) Understand and advise other colleagues on referral processes
(i) Ensure that clear and accurate records of incidents are kept and follow-up is timely and thorough
(j) Provide reports for relevant local management and governance meetings that monitor safeguarding and analyse the effectiveness of policies and procedures
(k) Input into the development of local safeguarding procedures
(l) Share learnings from safeguarding incidents
(m) Take a lead role with the Local Safeguarding agencies and provide the link from the site
(n) Share best practice and lessons learnt through regular contact across the division and Priory Group.
Appendix 2

Relevant Policies:

Priory Policy OP06 Safeguarding Children
Priory Policy ES53 Safeguarding Children
Priory Policy ES13 Health and Safety, including E-safety
Priory Policy ES21 Visitors to Schools
Priory Health Care Policy H53 Arrangements for Visits by Children
Priory Amore Policy AM65 Visitors
Progress School Positive Behaviour Management Policy
Progress School Child Sexual Exploitation Policy

Relevant Documentation

ES11
Safeguarding Chronology
Ofsted Notification Form
DBS Referral form and Guidance

Relevant Legislation/ guidance

Children Act 1989
Children Act 2004
Keeping Children Safe in Education 2018
Working Together to Safeguard Children 2015
The Education Act 2002
The Education (Independent School Standards) Regulations 2014
The Education (Non-maintained Special Schools) (England) Regulations 2011
United Nations Conference on the Rights of the Child
What to do if you’re worried a child is being abused
Providing Effective Supervision, Skills for Care and CWDC 2007
Safeguarding Vulnerable Groups Act 2006
APPENDIX 3

Checklist for Report Writing

- Reports MUST be written in black ink
- Reports should state what was occurring prior to the disclosure (set the scene)
- Reports should mention any witnesses present
- Errors or amendments must be struck through with one line and initialled by the author
- Reports should not include abbreviations, slang or jargon, UNLESS they were used by the Individual making the disclosure
- The date and time that the report was written are recorded as well as the date and time of the disclosure
- You have signed the record and printed you name clearly below the signature
- Any professional qualification you hold is recorded, along with your job title
- The report should be written on a fresh, clean piece of paper
- The report should not include any assumptions or judgements, only FACTS
Staff member to ensure that the young person is safe, and if appropriate offer them complaints procedure/ to speak to the police/ EDT. Staff will inform Head of Ed, Principal, and then complete a safeguarding referral form, which needs to be cross referenced and discussed in hand over - only if necessary, otherwise it should be sealed in an envelope for the manager. This should happen immediately/ before end of school day.

The DSO will advise on the necessary course of action to be taken. They will commence a chronology and case file as well as recording actions on on call log. It is the responsibility of the Head of Ed, Principal to contact social services/ EDT/ police/ deter team (in cases of CSE). Parents must also be informed unless the allegation has been made about them. This should happen immediately/ before end of school day.

DSO to peruse all documentation, including statements/ communication logs at first available opportunity, and complete an Ofsted notification form in line with Department for Education- Notification of a serious event. If the allegation is against a member of staff or relates to marks on a child or young person, it will be discussed with the DO. Individual's social workers will be updated on actions taken. Where applicable Individual Risk Assessments and Placement Plans will be updated. Follow Up's will take place within 24 hours of original disclosure/ allegation.

During the follow up period (after 24hrs) relevant and necessary information will be shared with the staff team, and a debriefing will take place which will go on file for signing. Individual sessions will take place to ensure young people are kept informed as appropriate. Strategy meetings will take place. Updates will be sent to Ofsted, Social workers etc.

Lessons learnt meetings take place, and lessons are considered in relation to ALL children and young people.
If you think that you or someone you care about is being abused, you should always tell someone, like a member of staff, your mum or dad, your social worker or the police. It's their job to keep you safe.

If you decide to talk to a member of staff they will act quickly to make sure you are safe. They will listen to you, be honest and they will speak to the professionals that need to know, so that they can keep you safe and help you too.

Your concern will be dealt with by a qualified social worker who will come and see you as soon as possible. The social worker will decide what to do about your concern. Staff will help you where they can.

An assessment will be completed, which is a plan to keep you safe and will make sure you get the help you need. You will be kept informed of what's happening all of the way through the process and who is there to help and support you.