**Safeguarding Policy**



**Date:** February 2021

**Review Date:** January 2022

**Person Responsible:** Karen Holmes (DSL)

**Content**

**1. Principles 2**

 **1.1 A child centered and coordinated approach to safeguarding. 2**

**2. Commitment to Procedures 3**

**3. The Role of the Designated Safeguarding lead. 3**

**4. Safer Recruitment 3**

**5. Records of Issue and incidents 4**

**6. Sharing of Information 4**

**7. Relationships with Parents 4**

**8. Maintaining High Standards 4**

**9. Reporting of Attendance 4**

**10. Safeguarding Training 5**

**11. Supervision of Young People 5**

**12. Visitor Policy 5**

**13. Dealing with Disclosure 6**

**14. Guidance information for Allegations made against a member of staff 7**

**15. Guidance information for Staff 7**

**16. Student safeguarding Statement to Learners 9**

**17. Student safeguarding Statement to Parents/carers 10**

**1. Principles**

Safeguarding is defined by the Children’s Act 1989 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2002) as meaning:

* Agencies working with children and young people take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised.
* Where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies.

**1.1 A child centred and coordinated approach to safeguarding**

The safeguarding arrangements within this policy ‘have regard to any guidance issued by the Secretary of State’ and relate to two sets of safeguarding guidance: a. Keeping Children Safe in Education b. Working Together to Safeguard Children as well as the two sets of guidance referred to about the Prevent duty

* MTEIS and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
* Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.
* No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
* Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
* protecting children from maltreatment;
* preventing impairment of children’s mental and physical health or development;
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes.
* Children includes everyone under the age of 18.

The Principles of this Policy are:

* The welfare of the young person is paramount.
* We will work together with other relevant agencies.
* We will be open with parents as long as this does not put the young person at risk.
* Confidentiality is important in all cases, but not at the expense of the welfare of the young person.
* We accept the duty of care to all young people with which it works
* We will ensure that the activities it runs and the environment it works in are safe.
* We recognise the existence of unidentified abused children and that some of these may present in activities organised by us
* Each staff member, volunteer or staff contracted from outside agencies is responsible for ensuring that the policy is translated into action through his or her daily practice.

MTEIS and its partners will ensure that all staff and volunteers interacting with young people are aware of their responsibilities for safeguarding the welfare of the young people. This will be done through providing training and support in helping them understand the needs of the young people with whom we work, as well as ensuring they understand their individual and organisational responsibilities when working with young people.

MTEIS will facilitate regular updating of training for all staff engaged in delivering its services. It is the responsibility of all members of staff to ensure that their working knowledge is updated at this training. Safeguarding training starts at the induction programme for all new staff engaged, and all staff will receive L3 Safeguarding Training as required through the Doncaster Safeguarding Children's board

**2. Commitment to Procedures**

We are committed to the principles which have been outlined and will implement them through the guidelines laid out in this policy. Each staff member is responsible for ensuring that the policy is translated into action through his or her daily practice.

**3. The Role of the Designated Safeguarding Lead**

It is the role of the Designated Safeguarding Lead is to participate in the dissemination of information and ‘lessons learnt’ from either company practice, local serious case reviews (through the local Children’s Safeguarding Board), or national legislation and guidance. The DSL will have an overview of all safeguarding incidents within MTEIS to enable staff training to be targeted and meaningful.

**4. Safer Recruitment**

More Than Ed ensures safe recruitment by undertaking the following procedures;

* All those involved in recruitment have completed safer recruitment training.
* Qualification checks.
* Enhanced DBS checks.
* National Insurance and photo ID information. Reference checks.
* For qualified teachers only, teachers will be subject to a prohibition check of the teacher reference number.
* Debarred by association

An accompanying policy outlines Safer Recruitment in full detail, including procedures and practices for recruitment

**5. Records of Issues and Incidents**

The young person at the centre of any safeguarding issue has a need for confidentiality, therefore, we have a robust system in place ensure this confidentiality. However, this is not absolute confidentiality, and all records are available for inspection by any investigating body. All safeguarding incidents will be recorded using an agreed format and will be stored securely in a separate pupil safeguarding file. However, where concerns are raised and recorded but do not meet thresholds for referrals to relevant agencies, information will be stored on the pupils central file.

**6. Sharing of Information**

All decisions regarding sharing information with relevant agencies, or making referrals will be made by after discussion between the DSL, SENCo, reporting member of staff and Headteacher. Parents/carers will be informed if a Social Care referral is to be made, unless we believe that this will be put the child at risk of harm.

**7. Relationships with Parents**

We always aim to preserve good relationships with the parents of our students; however, the welfare of the child is paramount. Consequently, we will consult and confer with parents of a child involved in a safeguarding matter openly and honestly, except in circumstances where the young person's welfare may be harmed by doing so.

**8. Maintaining High Standards**

We place people in positions of responsibility for young people; consequently, we strive to do all that is reasonable to ensure the good character of all staff we employ. Our Safer Recruitment and Staff Induction procedures are extremely robust, however, we do recognise that these checks are not a guarantee that the staff member’s behaviour will always continue to be appropriate.

All staff are responsible for maintaining high standards of behaviour and are encouraged to raise their own concerns of others’ inappropriate behaviour with any of the Designated Safeguarding Officers. All staff wear a uniform and photographic identification whilst engaged; their badge includes details of their DBS certification number, so it is always clearly visible. We maintain a single central register with all necessary details which is updated, monitored and reviewed.

**9. Reporting of Attendance**

All children are collected from home by our staff, so we are able to check on their welfare daily. If a child is absent for more than three days, we will carry out a Welfare Visit. If a child is not at home when we are due to collect them, and parents have not made us aware that the child is ill, we will conduct a Welfare Visit.

In the event of a young person leaving site without permission, we will follow the child if at all possible, and aim to get them to return to the site. If this is not possible, we will call 999 immediately due to the vulnerability of our students, in line with local Children Missing Education guidelines. We will contact parents to inform them of the circumstances at all stages.

This links to our Attendance Policy 2021

**10. Safeguarding Training**

All staff will receive training and guidance, support and supervision including:

* Level 3 Safeguarding Training
* Keeping Children Safe in Education - including the duty and procedure to report any abuse discovered or suspected.
* Understanding different forms of abuse and how to spot it
* The procedural approach of how, and to whom, to report abuse if discovered or suspected.
* Contact information for appropriate persons; who staff can approach if they know or suspect that an abuser may be a member of MTEIS.
* Knowledge and understanding of what happens when abuse is reported.
* Guidance on supporting distressed young people.
* Prevent Strategies
* Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and all other national guidance as cited in ‘Keeping Young People Safe in Education’, Part One.
* E -safety

**11. Supervision of Young People**

The young people in our care will be properly supervised at all times and we will ensure that there is an appropriate level of male and female staff cover if working with a mixed gender group.

Staff have separate training regarding supervision during:

* Breaks and unstructured time
* Transportation time
* External visits and activities
* Movement around the building
* First Aid
* Enrichment Activities

**12. Visitor Policy**

* Any visitors to the school site will report to a member of staff in all cases where they will state the purpose for their visit, who they have been invited by, and will be required to sign in.
* Visitors will not be left unsupervised at any time whilst on site and will be required to wear their identification badge. Staff members will challenge any unknown adult, without identification, without exception.
* When parents visit, the young person’s teacher or Learning Manager will accompany them at all times and introduce them to members of staff so they are identified and the purpose of their visit stated.
* This links to our Visitor Policy 2021

Follow this simple checklist for student safeguarding, talk to the professional services, make sure More Than Ed is informed and a detailed log of events is kept as described above.

By following these guidelines, be assured that what you do is right and you are following the best procedure for supporting the young person.

As an organisation we fully understand the trauma involved in dealing with disclosure. Discuss any personal needs initially your Line Manager or the Designated Safeguarding Lead who will make provision for any support you require. Do not feel isolated in these matters.

* Do not question the young person ­ just listen.
* Do not promise confidentiality; explain your responsibilities. Do not use leading questions.
* Do not stop a young person who is freely recalling significant events. Do not ask the young person to repeat their story to a colleague.
* Do not ask the young person to write their story down. Do not conduct your own investigation into any incident .
* Do not make statements to any media or any member of the public. Keep control; the young person will be depending on you.
* Keep an open mind.
* Respond to the young person's emotional state appropriately. Beware of your own interpretation of what you hear.
* If the child is in immediate danger all staff MUST take emergency action
* Contact the Designated Safeguarding Officer or Deputy to discuss the disclosure and take further advice.
* As soon as possible record information including times and those in attendance, as well as what was said.
* Record all subsequent events up to the time of Police or children’s Social Care intervention in your own handwriting. Sign and date each page.
* Support the young person's feelings and manage your own, or seek support if you require it.
* All external enquiries (from media or public) must be directed towards the Designated Safeguarding Lead

**13. Dealing with disclosure**

This is a quick reference guide to working with young people under the Safeguarding Principles

1. An open and honest disclosure of abuse by a young person to a member of staff is an indication of the high level of esteem and trust that the young person has for the member of staff. Staff should reciprocate that respect by supporting the young person appropriately.
2. Any allegation of any form of abuse by a young person must be taken seriously. This can also include any allegations made by a learner against another learner.
3. As soon as you have a Safeguarding concern:

15

**14. Guidance information for allegations made against a member of staff**

There are strict local authority procedures around the management of allegations made against a member of staff working for an organisation. So that allegations made against a member of staff are dealt with objectively and without prejudice, the local authority enforces that any allegation against a member of staff within an organisation must then be discussed with the Doncaster Local Authority Designated Officer (LADO) on 01302 737748

**15. Guidance information for staff**

**Categories of young person abuse—definitions to support your work**

It is accepted that any definition has its limitations in terms of accuracy and relevance. Bearing this in mind, the following definitions are offered to help our understanding.

**Neglect**

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect the young person from physical harm or danger, or the failure to ensure access to appropriate medical aid or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

**Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a young person whom they are looking after. This is commonly described using terms such as induced/fabricated Illness by carer or Munchausen's Syndrome by Proxy or more recently “facilitated illness”.

**Sexual Abuse**

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

**Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to a young person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on a young person. It may involve causing a young person frequently to feel frightened or in danger, or the exploitation or corruption of a young

person. Some level of emotional abuse is involved in all types of ill treatment of a young person, though it may occur alone.

**Child Sexual Exploitation**

The sexual exploitation of children and young people (CSE) under­18 is defined as that which:

‘involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities’.

Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.’ (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

***Who is at risk?***

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

**Female Genital Mutilation (FGM)**

The World Health Organisation defines FGM as “all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non­therapeutic reasons” (1996).

It is illegal in the UK to subject a child to FGM or to take a child abroad to undergo FGM. A child for whom FGM is planned is at risk of significant harm through physical abuse and emotional abuse, which is categorised by some also as sexual abuse.

Despite the harm done, women from FGM practising communities consider FGM normal to protect their cultural identity. Although FGM is practiced by secular communities it is most often claimed to be carried out in accordance with religious beliefs. However, neither the Bible nor the Koran supports the practice of FGM. In addition to giving religious reasons for subjecting girls to FGM adults may say that they are acting in a child's best interests because it: ­ Brings status and respect to the girl. ­ Preserves a girl’s virginity / chastity. ­ Is a right of passage. ­ Gives a girl social acceptance especially for marriage. ­ Upholds the family honour. ­ Helps girls and women to be clean and hygienic.

The age at which girls are subjected to FGM varies greatly, from shortly after birth to any time up to adulthood. The average age is 10­12 years. Health implications can range from severe pain and emotional/psychological trauma to, in some cases, death.

**Preventing Radicalisation**

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter­terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalization. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. (This policy should be read alongside our PREVENT Policy)

**16. Student Safeguarding Statement to Learners**

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously.

We need to make sure that we do “the right thing” for learners who disclose abuse, so if what is said to any staff member makes them concerned then they will need to discuss your concern or disclosure so that decisions can be made about what to do next. You will be fully informed about any decisions that are made.

Children’s Social Care or the Police may then start their investigation and they may want to talk to you or other people involved. In these matters, your safety is paramount, so you can be sure that they will only do what is right and proper.

If any member of staff believe you are in immediate danger they will contact the relevant emergency service (e.g Police, Ambulance) so help can be sought straight away.

**17. Student Safeguarding Statement to Parents/Carers**

The safety of all children and young people is paramount and all staff will listen to every concern

and disclosure with sensitivity and respect and take what is said seriously.

We need to make sure that we do ‘the right thing’ for learners who disclose abuse, so if what is said to any staff member makes them concerned then they will need to discuss the child’s concern or disclosure so that decisions can be made about what to do next. The child will be fully informed about any decisions that are made.

Children’s Social Care and the Police may start an investigation and they may want to talk to the child or other people involved. In these matters, the safety of all children and young people is paramount, so parents / carers can be sure that they will only do what is right and proper.

If any member of staff thinks that a child is in immediate danger, emergency help (e.g Police, Ambulance) will be sought straight away.

Whistleblowing Policy Anti-bullying Policy

Safer Recruitment Policy Behaviour Policy

E­safety Policy

 Equality Policy

PREVENT Policy

Please Note:

This policy links directly to other MTEIS policies, these are:

This policy should be used in conjunction with local authority guidance and DCSB

This policy should also be read with the Practice Guidance : Keeping Children Safe in Education ­ 2020

Working Together to Safeguard Children ­ 2015

The Prevent Duty ­ 2015

Female Genital Mutilation National Guidance ­ 2015

DfE School Attendance ­ 2015

DfE Children Missing Education ­ 2015

DfE Children Missing from Home and Care ­ 2015

DfE Promoting Fundamental British Values as part of SMSC in Schools ­ 2014