

**Safeguarding (Child Protection) Policy and Protocol**

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| **Updated July 2020 reflecting:**   * Keeping Children Safe in Education (September 2020) * Working Together to Safeguard Children (March 2018) * Somerset Safeguarding Children Partnership policies and procedures | |
| **Date ratified by the PRSC Management Board** |  |
| **Review Cycle** | **Annual or when there is a change in statutory guidance or legislation** |
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# **Introduction**

At Park Road Support Centre (PRSC) we are committed to providing an environment that nurtures and transforms the lives of children and young people attending PRSC and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with the PRSC Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children’s social care in pursuit of their enquiries in order protect and safeguard children and young people.



# **Definition of safeguarding**

“Safeguarding and promoting the welfare of children is defined in statutory 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; taking action to enable all children to have the best outcomes.” (p. 4 KCSIE 2020)

1. **Safeguarding and promoting the welfare of children is everyone’s responsibility.**

To fulfil this responsibility effectively we ensure our approach is child-centered and always places the safety, welfare and needs of the child or young person first.

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people in Somerset, so that they and their families can support themselves by engaging with and contributing to their local communities.

In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family

1. **Our commitment**

To safeguard and promote the welfare of children and young people through:

* The provision of a safe environment in which children and young people can learn;
* The provision of high-quality residential provision which nurtures and develops our children and young people to achieve and thrive;

Identifying concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Safeguarding Children Partnership Effective Support for Children and Families.

# **Glossary**

References to “staff” related to any staff-member, paid or unpaid, who contribute to the care, transportation or education or our children and young people.

For the purposes of brevity, Somerset Safeguarding Children Partnership is referred to as SSCP.

# **Statutory responsibilities**

All action taken by PRSC will be in accordance with the following current legislation:

The Children Act 1989 and 2004 (revised)

Education Act 2002 and 2011 (revised)

Education and Inspections Act 2006

The Non-Maintained Special Schools (England) Regulations 2015

The Children’s Homes (England) Regulations 2015

The Education (Independent School Standards) Regulations 2014

It will also be in accordance with the following statutory advice and guidance:

*Working Together to Safeguard Children (2018)* sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people;

*Keeping Children Safe in Education (September 2020)* sets out what schools should do and sets out the legal duties with which school must comply with in order to keep children and young people safe;

*Teacher Standards 2012* sets out that teachers, including Headteachers, should safeguard children’s well-being and maintain public trust in the teaching profession as part of their professional duties;

*Guide to the Children’s Homes Regulations including the quality Standards (April 2015)* sets out the responsibility of the registered manager in meeting the standards which include the protection of children standard (regulation 12);

*The Independent School Standards: Guidance to Independent Schools (April 2019)* and *Independent Schools Standards: Advice for Independent Schools (September 2019);*

*National Minimum Standards for Residential Special Schools, Boarding Schools and 14-18 Colleges providing accommodation and Academies 16-19;*

Other specific guidance and advice issued by the Department for Education (DfE) in relation to the wider safeguarding agency, e.g. COVID-19, behaviour, health and safety, bullying, e-safety and medical needs.

# **The role of the Designated Safeguarding Lead (DSL)**

Keeping Children Safe in Education (September 2020) is a statutory guidance document that requires every school and college to have a Designated Safeguarding Lead (DSL) who has the status and authority within the senior leadership team to carry out the duties of the post including committing resources and, where appropriate, supporting and directing staff.

They provided advice and support to other staff on child welfare and child protection matters, take part in strategy discussions, inter-agency meeting (or support other staff to do so) and to contribute to the assessment of children and young people.

The DSL should be given time and the resources they need to carry out the role effectively.

## **The role of the Deputy Designated Safeguarding Lead (DDSL)**

The DDSL supports the DSL in discharging their responsibilities and whilst they may deputise for the DSL the lead responsibility for child protection remains with the DSL. Some schools and colleges have more than one DDSL so you will need to reflect this here.

Details of PRSC key safeguarding personnel can be found at Appendix D

Both the DSL and DDSL must complete single agency and multi-agency training to undertake the role which is provided by the Local Authority Education Safeguarding Service and Somerset Safeguarding Partnership. In addition, they will access DSL briefings, attend annual refresher training and remain up to date in relation to early help, safeguarding and child protection.

# **What all staff should know**

All schools and colleges are required to issue, in full, Part One and Annex A of Keeping Children Safe in Education (September 2020) to their staff and ensure that they have read and understood its contents. At PRSC we are adopting this guidance and its contents across the whole Centre and whilst the language refers to “school” or “headteacher” it applies to both care and education provision provided at PRSC. School should be interpreted to be “PRSC” and “headteacher” should be interpreted as Head of Centre.

1. **Staff Induction**

As part of the induction process for new employees they will attend an induction briefing or if they commence part way through the year receive a one-to-one induction meeting with either the DSL or DDSL that signposts staff to relevant safeguarding documentation including this policy and procedure, guidance for safer working practice, what to do if you’re worried a child may be abused and whistleblowing advice see **Appendix A: Staff Induction Record**

# **Action to be taken if there are concerns in relation to safeguarding practices at PRSC**

All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime and know that such concerns will be taken seriously by the senior leadership team and designated safeguarding leads. Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally see **Appendix B: NSPCC Whistleblowing advice and information** which is also available on the safeguarding notice board in the staff room. In addition, the PRSC whistleblowing policy is available via the website/internal intranet [Place school website link here].

The PRSC concerns flowchart provides additional information about how to make a referral to Children's Social Care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation’s response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised. This is available in Appendix C of this document.

# **Abuse and neglect (definitions)**

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

Abuse isthe maltreatment of a child or young person; they may be abused or neglected through harm being inflicted or by parents or carers failing to prevent harm.

Children and young people may be abused in a family or in an institutional or community setting by those known to them. They may also experience abuse online by people they may or may not know. Perpetrators of abuse may be adults or children and may operate alone or in groups.

The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018). The ultimate responsibility to assess and determine the type of abuse lies with the Police and Children's Social Care.

**Our responsibilities are:**

* **to understand what each category of abuse is;**
* **to understand how this abuse can impact on the welfare and development of our children;**
* **to take appropriate action when we have concerns that a child or young person might be at risk of or already experiencing abuse or neglect.**

**12.1 Physical abuse**

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

Statutory guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

**12.2 Neglect**

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect 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); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**12.3 Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and 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 what they say or how 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 cyberbullying), 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, although it may occur alone.

**12.4 Sexual abuse**

Involves forcing or enticing a child or young person 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 in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not sole perpetrated by adult males. Woman can also commit acts of sexual abuse, as can other children.

# **Safeguarding in specific circumstances**

In addition to the above there are other areas of safeguarding that the organisation must have due regard to.

Annex A of *Keeping Children Safe in Education (September 2020)* highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance.

**13.1 Children and the court system may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed**

There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

**13.2 Children Missing Education (CME)**

All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation (Child Sexual Exploitation and Criminal), travel to conflict zones, Female Genital Mutilation (FGM), forced marriage. Early intervention is necessary to protect and safeguard a child or young person.

**13.3 Children with family members in prison**

These children are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the [Nicco](https://www.nicco.org.uk/) website.

**13.4 Child Sexual Exploitation (CSE)**

CSE is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in 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.

**3.5 Child Criminal Exploitation (CCE**)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

in exchange for something the victim needs or wants;

for the financial or other advantage of the perpetrator or facilitator;

through violence or the threat of violence.

**13.6 County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

**13.7 Child and Adolescent Mental Health**

Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential. Please refer to the DfE advice, *Mental Health and Behaviour in Schools (2018)*.

This is non-statutory advice which clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. While it considers the school environment it is also relevant for work within our residential provision.

**13.8 Bullying**

PRSC has a separate Anti-Bullying Policy, which is accessible on the school website.

**13.9 Domestic, gender-based and teenage relationship abuse and violence against women**

These categories of abuse are defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners irrespective of gender or sexuality.

Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people.

Further advice and guidance accessed through:

* NSPCC
* Refuge
* [Safelives](http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse)
* Spotlight on Young People
* The Domestic Abuse National Helpline

**13.10 Homelessness**

Homelessness or the being at risk of being made homeless is a significant risk for children or young people. The DSL should refer the matter to Children’s Services as soon as possible.

The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances.

The DfE and the Ministry of Housing, Communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17-year-olds who may be homeless or require accommodation.

**13.11 Online Safety**

Annex C of Keeping Children Safe in Education (September 2020) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm.

Schools and colleges must adopt a range of effective safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online.

**13.12 Peer on Peer Abuse**

Peer-on-peer abuse can take many forms, including bullying (including cyber bullying); sexual violence; harassment; physical abuse and violence (e.g. hitting, kicking, shaking, biting); sexting and initiating/hazing-type\* violence or rituals.

\* Hazing or initiation ceremonies refers to the practice of rituals, challenges and other activities involving harassment. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

Sexual violence and sexual harassment between children in schools and colleges can occur between two children of any age irrespective of their gender or sexual identity. It can occur through a group of children or young people sexually assaulting or harassing an individual or group of children.

**13.13 Up-skirting**

Up-skirting involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence and incidents must be reported to the Police in the first instance.

**13.14 Preventing extremism**

Children and young people can be vulnerable to extremist ideology and radicalisation and forms part of schools and colleges safeguarding responsibilities, as set out in the Prevent Duty Extremism is the vocal or active opposition to our fundamental values and radicalisation refers to the process by which a person come to support terrorism and extremist ideologies associated with terrorist groups. Further information can be access below in relation to:

Extremism

[Radicalisation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf)

Keeping Children Safe in Education (2020) – page 110

**13.15 Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if they have a disability) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 or more consecutive days.

Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. PRSC has a responsibility to refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

**13.16 Special Education Needs and disabilities**

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they’re looking distressed or their behaviour or presentation is different from in the past, our staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

**13.17 Looked after children**

The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child’s social worker and the name and contact details of the local authority’s virtual head for children in care.

**13.18 Honour-Based Abuse**

Including: Female Genital Mutilation, Forced Marriage and Breast Ironing

Honour-based abuse relates to incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such.

There are specific mandatory reporting duties for teachers and support staff to report to the Police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

**Additional guidance and publications**

* FGM: Mandatory reporting procedural information can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)
* FGM Fact sheet can be access [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
* Forced Marriages: Multi- agency guidelines (2014) pages 35 and 26 pertain to schools can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) along with statutory guidance (2014) which can be access [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf).

1. **The PRSC Management Board**

The Management Board Governing will ensure that they comply with their duties under legislation. They will also have regard to this policy to ensure that the policies, procedures and training in the provision are effective and comply with the law at all times.

The responsibilities placed on the Management Board include:

Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified;

Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy;

Ensuring staff are provided with Part One and Annexe A of *Keeping Children Safe in Education (2020)* – and are aware of specific safeguarding issues;

Ensuring that staff induction is in place with regards to child protection and safeguarding;

Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead;

Ensuring that the Designated Safeguarding Lead (including deputies) undergo formal Somerset child protection training every two years (in line with SSCP guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments);

Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns;

Ensuring that children are taught about safeguarding in an age-appropriate way;

Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material;

Having a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements;

Ensure scrutiny and effectiveness of the Single Central Record (Appendix E) and child protection recording is undertaken;

Ensure safeguarding is regularly discussed and outcomes recorded at Management Board meetings;

Ensure the requirements of The Governor’s Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.

# **Allegations of Abuse Made Against Teachers, Other Staff, Volunteers and Agency Staff or People in a Position of Trust**

Working Together to Safeguard Children (March 2018) states that organisations should have in place clear policies in line with those from the Somerset Safeguarding Partnership to manage allegations against people who work with children and young people. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. Full details are available [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

In addition, Keeping Children Safe in Education (September 2020) Part Four, sets how allegations may indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity in a school or college under the age of 18 years. Part 4 of the Keeping Children Safe in Education (September 2020) which can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)

An allegation may relate to a person who works with children who has:

* behaved in a way that has harmed a child, or may have harmed a child
* possibly committed a criminal offence against or related to a child or
* behaved towards a child or children in a way that indicates they may pose a risk of harm
* behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The PRSC Management of Allegations Policy and procedure is available on the PRSC website.

Phone Somerset Direct on **0300 123 2224** for a referral to the LADO.

## **What staff should do if they have concerns about another staff member**

If any member of staff, volunteer or agency staff have concerns relating to an individual’s conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, they should refer their concerns to the designated safeguarding lead or the Head of Centre.

Where concerns or allegations relate to the Head of Centre, these should be referred to the Chair of the Management Board. Where further action or discussion is needed the LADO must be contacted

1. **Staff Code of Conduct**

In addition to the Safeguarding and Child Protection policy, staff expected to comply with PRSC’s staff Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff will be given and have read:

* Staff Code of Conduct (including use of social media, and the Position of Trust Offence);
* The school’s Safeguarding and Child Protection policy
* Keeping Children Safe in Education (2020) (Part One and Annex A);
* The school’s Behaviour Policy;
* Procedures for children missing education;

Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns;

Ensuring that children are taught about safeguarding in an age-appropriate way;

Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material;

Having a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements;

Ensure scrutiny and effectiveness of the Single Central Record and child protection recording is undertaken;

Ensure safeguarding is regularly discussed and outcomes recorded at the PRSC Management Board meetings;

Ensure the requirements of The Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.

# **Appendix A**



**Park Road Support Centre**

**Employees**

**Safeguarding Induction**

|  |  |
| --- | --- |
| **Staff Member:**  **Name and Role:** |  |
| **Date of Commencement:** |  |
| **Inductor:**  **Name and Role** |  |
| **Date of Induction:** |  |
| **Signed by Inductee:** |  |
| **Signed by Inductor:** |  |

**Keeping Children Safe in Education (2020) states: ALL staff should be aware of systems within their school or college which supports safeguarding, and these should be explained to them as part of staff induction. This should include the:**

* **Safeguarding (Child Protection) policy**
* **Behaviour policy**
* **Staff behaviour policy (code of conduct)**
* **Safeguarding response to child who go missing from education and**
* **The role of the designated safeguarding lead (including the identity of the DSL and Deputy**

# **Agenda**

Welcome to Park Road Support Centre (PRSC)

Outline of the induction meeting

* + PRSC Vision and Ethos
  + What is Safeguarding (Child Protection)
  + What safeguarding means for children or young people at PRSC
  + Voice and influence
  + Action to be taken if you have a concern

# **What is Safeguarding (Child Protection)**

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.**  This means protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life whereby a child or young person is suffering or at risk of significant harm. As an organisation [Any School] has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1 of **Keeping Children Safe in Education (September 2020 and Annex A)** and you will have been asked to read the document ahead of today’s induction. Have you had an opportunity to do so? Do you have any questions?

# **What Safeguarding means for children or young people at [Any School]**

At PRSC we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction, you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibly to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues’ behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

You must familiarise yourself with the following polices which are available on the Safeguarding Notice Board (Staff Room) and on the School Website:

1. **Guidance on safer working practice for those working with children and young people in education settings (April 2020)** PRSC has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. **What to do if you’re worried a child is being abused (DfE March 2015)** advice for practitioners
3. **PRSC Safeguarding (Child Protection) Policy and Procedures can be accessed in the staff room and on the school website.**
4. **PRSC Behaviour policy and**
5. **Children Missing Education procedures**

**Voice and influence**

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn’t just relate to a child’s ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

**Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to [Any School]**

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is **not intended to cover all eventualities, but it aims to provide a framework for action.**

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

Updated July 2020

# **Appendix B**

Date of issue July 2020

**If you have any concerns about the conduct of a colleague or staff member, you are obliged to report them appropriately.**

You can do this by contacting the Local Area Designated Officer on 0300 123 2224. You will be able to hold an advisory conversation in order to clarify the best course of action, given the concerns that you have.

You can also seek support and advice from the National Society for the Prevention of Cruelty to Children (NSPCC), as outlined below:

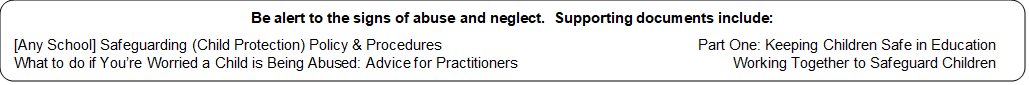


**Appendix C**

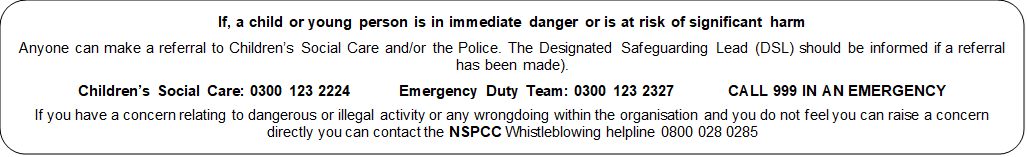
**General Information and Advice**

**Action to be taken where there are concerns about the welfare of a child or young person**   
**or the conduct/actions of Staff or Visitors**

Text BoxText Box

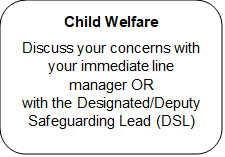
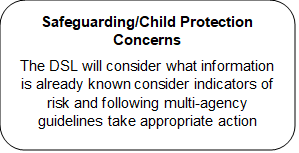


Shape

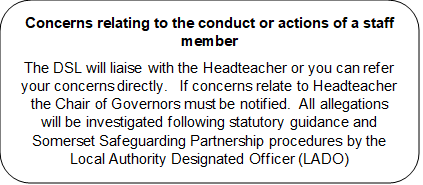


**How to report child welfare or child protection concerns at PRSC**

Shape

Shape

Shape



**Appendix D**

**Provision Details**

Address: **Park Road Support Centre**

Phone number: **01373 472417**

Provision Head or equivalent: **Jane Smalley**

Phone number: **01373 472417**

Email address: [**jsmalley@educ.somerset.gov.uk**](mailto:jsmalley@educ.somerset.gov.uk)

Provision’s Designated Safeguarding Lead 1: **Jane Smalley**

Phone number: : **01373 472417**

Email address: [**jsmalley@educ.somerset.gov.uk**](mailto:jsmalley@educ.somerset.gov.uk)

Provision’s Designated Deputy Safeguarding Lead: **Heather Chapple**

Phone number:

Email address: Hchapple[**@educ.somerset.gov.uk**](mailto:kstamp@educ.somerset.gov.uk)

Provision’s Designated Deputy Safeguarding Lead: **Liz Gifford**

Phone number: **01373 472417**

Email address: [**egifford@educ.somerset.gov.uk**](mailto:egifford@educ.somerset.gov.uk)

Designated Teacher for Looked After Children: **Iestyn Lewis**

Phone number: **01373 472417**

Email address: [**ilewis@educ.somerset.gov.uk**](mailto:ilewis@educ.somerset.gov.uk)

Provision’s Prevent Lead: **Iestyn Lewis**

Phone number: **01373 472417**

Email address: [**ilewis@educ.somerset.gov.uk**](mailto:ilewis@educ.somerset.gov.uk)

Provision’s Child Exploitation Lead: **Jane Smalley & Heather Chapple**

Phone number: **01373 472417**

Email address: [**jsmalley@educ.somerset.gov.uk**](mailto:jsmalley@educ.somerset.gov.uk) **&** [**HChapple@educ.somerset.gov.uk**](mailto:kstamp@educ.somerset.gov.uk)

Safeguarding, Governance Lead. (Governor or Equivalent): **PRSC Management Board**

Phone number: TBC

Email address: TBC

**Appendix E**

**Single Central Record (SCR)**

Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance [Keeping Children Safe in Education (KCSIE) (DfE 2020)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance. For stand-alone early years settings, it is recommended they follow this process of safe recruitment

**Single Central Record Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Action Required? |
| Is a single central record (SCR) in place for all staff (including supply staff and additional music/games staff)? | Yes |  |  |
| Does the SCR include all others who work regularly or intensively with children, including volunteers? | Yes |  |  |
| Are all members of the proprietor body included on the SCR? (For independent schools, EYS, free schools and academies) | N/A |  |  |
| Does the SCR indicate that identity checks have been carried out and by whom? | Yes |  |  |
| Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)? | Yes |  |  |
| Does the SCR record the date when the DBS and/or Barred List checks was carried out and who carried out the check? | Yes |  |  |
| Does the SCR record that further overseas criminal checks have been undertaken as appropriate? | Yes |  |  |
| Does the SCR record professional qualifications – where the qualification is a requirement of the job? | Yes |  |  |
| Does the SCR record evidence that a Prohibition from Teaching check has been carried out on all teaching staff employed since September 2013? | Yes |  |  |
| Does the SCR record evidence a check of “Right to Work” in the United Kingdom and suitability checks as appropriate? | Yes |  |  |
| Have all *relevant (domestic settings only)* staff been asked been asked to complete a declaration confirming that they are not disqualified in line with the Childcare Act 2006 and the (Disqualification) Regulations 2009? Is evidence of these checks included on the SCR? | N/A |  |  |
| Have copies of documents used to verify identity, qualifications and Right to Work in the UK been retained in individual personnel files? | Yes |  |  |
| Does the SCR evidence that checks in respect of Section 128 directions have been undertaken for persons taking part in the management and head of departments of all settings? This incudes maintained schools. | Yes |  |  |

NB: You are not required to keep copies of DBS certificates and in line with the Data Protection Act, copies of DBS certificates should not be retained for longer than 6 months.