



Good Apple

Independent School

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Related Documents	Keeping Children Safe in Education, Statutory Guidance for Schools and College: September 2018 Advice for practitioners: March 2015 Revised Prevent Duty Guidance for England and Wales: July 2015 Working Together to Safeguard Children: 2015 Education Child Protection Record Keeping Guidance Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers: DfE 2015 Multi-agency statutory guidance on female genital mutilation: April 2016 Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings: October 2015

Safeguarding

Policy & Procedure

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A Policy Statement

“Good Apple is committed to Safeguarding and promoting the welfare of young people and adults who have additional needs’ and expects all staff, volunteers and partners to endorse and practise this commitment at all times.”

Good Apple Education regards each learner as a unique individual and therefore seek to support learner development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a safe and secure College environment and clear lines of communication with trusted adults helps all young people and adults particularly those at risk of or suffering from abuse. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos of the College.

Aim:

- To Safeguard all learners and particularly children, young people and adults with identified needs.
- To Safeguard staff, volunteers and partners in carrying out their duties in teaching, supervising and supporting learners both within the unit and other external facilities, in the workplace or distance learning.

Scope:

Applies to:

- All learners and particularly children, young people and adults who may need support
- All staff, volunteers, partners and families living and working at College centres, other external facilities, in the workplace or distance learning.

Definitions:

- Young people are defined as under the age of 18 years

The Directors/ unit Management are committed to ensuring Safeguarding and promoting the welfare of all learners by:

Prevention - providing a safe environment for young people learn in eg robust staff recruitment, policies, procedures, positive unit atmosphere, teaching and pastoral support for students.

Protection - identifying young people who are suffering, or likely to suffer, significant harm, eg by neglect, physical injury, sexual abuse or emotional abuse.

Support - taking appropriate action to see that such young people are kept safe, both at home and at the Unit.

In pursuit of these aims, the Directors / unit Management will ensure Safeguarding is a high priority and approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of young people and the promotion of a safe environment for all learners within the unit; work placements and related environments
- Following appropriate procedures to ensure staff are trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns.
- Identifying young people and adults who have additional needs' at risk of significant harm and providing procedures for reporting concerns;
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- The safe recruitment and employment of staff.
- Providing suitable systems to ensure the safety of visitors and all who visit.

- Providing environments where everyone feels valued, safe and respected where individuals are encouraged to talk and are listened to.

In developing and reviewing these Safeguarding policies and procedures the Directors/ unit Management undertake consultation with staff, learners and the relevant bodies including the Local Safeguarding Children Board, the Department for Children, Schools and Families and the Disclosure and Barring Service and follow recommended guidance.

The Directors of Good Apple Education receive an annual report on Safeguarding from the Staff Member with Lead Responsibility (see chart in Section B) which reviews how the duties have been discharged.

Types and possible signs of child abuse are provided in **Appendix 2**. Examples of harm to are provided in **Appendix 3**. Additionally, the Unit acknowledges “abuse of position of trust” which prohibits staff from engaging in or encouraging in inappropriate relationships.

DOCUMENTS ASSOCIATED WITH THIS POLICY & PROCEDURE:

- SAFER RECRUITMENT POLICY (STAFF & VOLUNTEERS)
- VISITORS AND CONTRACTORS POLICY & PROCEDURE
- DATA PROTECTION CODE OF PRACTICE
- STUDENT ACCEPTABLE USE POLICIES : INTERNET & EMAIL
- ANTI-BULLYING & HARASSMENT POLICY & PROCEDURE
- EQUALITY AND DIVERSITY
- WHISTLEBLOWING PROCEDURE
- ADMINISTRATION OF MEDICATION POLICY
- FIRST AID POLICY
- WORK EXPERIENCE POLICY FOR LEARNERS
- HEALTH & SAFETY POLICY AND PROCEDURES
- SUB-CONTRACTORS MONITORING CHECKLIST
- DISCIPLINARY POLICIES & PROCEDURES FOR STAFF & STUDENTS
- BEHAVIOUR MANAGEMENT GUIDELINES
- PEEPs (Personal Emergency Evacuation Plan)

Additional policies added July 2016

- FGM (Female genital mutilation)
- CSE Child sexual exploitation
- Radicalization
- Forced Marriage

Good Apple recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children and provide a safe environment in which children can learn**
- All staff should be prepared to identify children who may benefit from Early Help.**
- Everyone who comes into contact with children and families has a role to play**
- All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE 2018)**

We believe:

- **Schools can contribute to the prevention of abuse.**
- **All children have the right to be protected from harm.**
- **Children need support which matches their individual needs, including those who may have experienced abuse.**
- **Children need to be safe and feel safe in school.**

Specifically, these responsibilities apply to all staff, visitors and volunteers working in the unit, to contractors, supply staff and therapists during any interactions they may have with children.

Good Apple will fulfil local and national responsibilities as laid out in the following documents:-

- Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2018
- Working Together to Safeguard Children, March 2015 (Statutory guidance)
- Statutory guidance on children who run away or go missing from home or care – January 2014
- What to do if you're worried a child is being abused – March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium October 2015)
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards' 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Children Missing Education – Statutory Guidance for local authorities (DfE September 2016)

To contribute to the protection of our pupils in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, valued and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

1. In-school procedures for protecting children

All staff will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE September 2018) This can be found in both offices and has been sent via email to all staff.**
- Be familiar with the Companies' child protection policy including issues of confidentiality.**
- Remember that the child's welfare and best interests must be the paramount consideration at all times.**
- Never promise to keep a secret or confidentiality, where a child discloses abuse.**
- Be alert to signs and indicators of possible abuse.**
- Record concerns on a, "Cause for Concern" form. Staff have blank copies of the, "Cause for Concern" form, which, once completed, must be handed to the Designated Staff: Natalie Myers and Helen Henderson**
- Deal with a disclosure of abuse from a child in line with the recommendations. These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.**
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.**
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers, governros etc.**
- Will be expected to behave in accordance with the Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015).**

B Responsibility for Safeguarding and Child Protection

The Directors/ unit Management have a joint responsibility to ensure that the College has policies and procedures in place in respect of Safeguarding and Child Protection.

The unit has a Designated person with special responsibility for Safeguarding and Child Protection issues and is appropriately experienced.

All staff working with young people receive appropriate training to familiarise them with safeguarding issues and responsibilities and Good Apples procedures and policies, with refresher training regularly, or at least annually. There is a Staff Member with Lead Responsibility for Safeguarding who is the Designated Senior Person (DSP) for Child protection and is assisted by other (back up) Designated Senior Persons.

Staff Member with Lead Responsibility

The designated Staff Member with Lead Responsibility for Safeguarding and Child Protection issues is:

NATALIE MYERS
Director / Head Teacher

Tel: 01427 616803
Email: natalie@goodappleindependent.co.uk

The staff member with lead responsibility key duty is to take the lead for raising awareness with all staff of issues relating to the safeguarding and welfare of young people and adults, and the promotion of a safe environment for all those learning within the Unit.

The Staff Member with Lead Responsibility receives training in Safeguarding and also Child Protection issues and inter-agency working and will receive refresher training at least every two years in child protection. The post-holder is required to keep up to date with developments in Safeguarding and Child Protection issues supported by the Safeguarding Focus Group.

The Designated Staff Member with Lead Responsibility is responsible for:

- Ensuring that there are policies, procedures and systems in place to safeguard and promote the welfare of all young people.
- Overseeing the referral of cases of abuse, suspected abuse to Children's Social Care, allegations are referred to the Local Authority for Allegations in accordance with Procedures.
- Providing advice and support to staff and volunteers on issues relating to Safeguarding and Child Protection

- Maintaining a proper record of any referral, complaint or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral)
- Ensuring that parents or carers of young people or adults with additional needs' within the unit are aware of the units Safeguarding Policy
- Liaising with schools in relation to Safeguarding and Child Protection issues to ensure that appropriate arrangements are made for the pupils attending the unit.
- Liaising with employers and training organisations (including work placements for young people) in relation to Safeguarding and Child protection issues to ensure that appropriate safeguards are put in place
- Ensuring that all staff and volunteers receive basic training in Safeguarding and Child protection issues and are aware of the units Safeguarding Policy and Procedures
- Ensuring that evidence is provided by employers of external support staff and staff working for organisations providing services at Good Apple's unit and that their staff have been adequately vetted and trained in safeguarding

The designated Staff Member provides an annual report to the directors of the unit, setting out how the unit has discharged its duties. She is responsible for reporting deficiencies in procedure or policy identified at the earliest opportunity.

Designated Senior Person

Another trained designated member of staff with responsibility for Safeguarding and Child Protection issues is

Natalie Myers: 01427 616803

The Designated Senior Person:

- Report to the member of staff with lead responsibility
- Will support the staff member in the review of policies, procedures and systems to safeguard and promote the welfare of all young people.
- Will know how to make an appropriate referral
- Will be available to provide advice and support to staff and volunteers on issues relating to Safeguarding and Child protection
- Have particular responsibility to be available to listen to young people studying at the unit
- Will deal with individual cases, including attending Child Protection Case Conferences and review meetings, Core Groups, strategy meetings, Child in Need meetings as appropriate
- Have received training in Safeguarding issues and inter-agency working, as required by the law and will receive refresher training at least every two years

Good Apple (normally via the Staff Member or Designated Senior Person) will refer concerns that a young person might be at risk of significant harm to the Children's Social Care Customer Services (24 hours / 7 days) and follow this up in writing on a referral form within 2 working days and email it securely

C Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

All staff are provided with safeguarding training at induction, and receive Safeguarding training within their first 3 months of employment. Their probation period cannot be completed until evidence of attending Safeguarding training is recorded. Staff also attend refresher Safeguarding training every three years.

All governors, staff, volunteers, external support workers and visitors are required to wear identity badges at all times. Handy guides are issued to all staff, external support workers and volunteers to advise how to handle a disclosure by a learner, young person or adult.

Procedure

If a learner, young person or adult tells a member of staff about possible abuse:

DO:

- Stay calm and reassuring
- Listen to and take what the learner says seriously
- Tell the learner that she/he is right to tell someone
- Let him/her know that you understand how difficult it is to talk about such experiences
- Arrange a place and time where you can talk privately and uninterrupted as soon as possible
- Explain that you will need to involve other people and why
- Be supportive
- Give realistic encouragement
- Allow learner to speak
- Make written record of what is said by the learner – unprompted it needs be made clear to staff that they can ask open questions but only when necessary in order to clarify or gather further information

- Follow the units internal channels of communication in relation to child protection using the available online form to download if required good practice is that it should be handwritten, in ink, signed and dated
- Follow the Child Protection procedures
- Talk to someone about your feelings and seek support for yourself
- Let the learner know that she/he is not to blame

DO NOT:

- Promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions which may invalidate court proceedings or impede an investigation
- Ask the learner to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a learner during a disclosure
- Underestimate your role as a trusted adult
- Forget to make time and seek support for yourself

Staff should not investigate concerns or allegations themselves, but should report them immediately to one of the Designated Senior Persons or the Safeguarding Representative. The Designated Senior Persons will make appropriate referrals in accordance with guidelines.

Generally staff other than the Designated Senior Persons or Principal should not make referrals, however in an emergency or if after discussion with a Designated Senior Person a member of staff believes that a referral should be made but the Designated Person does not, then in this case the referral may be made by telephone to the Children's Social Care. If this occurs, the Senior Staff Member with Lead Responsibility must be informed in order to keep records and oversee any on-going work.

Confidentiality

Any young person or adult who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learner with other professionals.

If a young person or adult confides in a member of staff and asks for the information to be kept secret, the member of staff has a responsibility and duty of care to share the information with Designated Senior Person.

This needs to be done with care and sensitivity and the young person or adult needs to be reassured that the matter will only be discussed with people who need to know.

Child Protection Case Conferences

Good Apple will endeavour to be represented at all Child Protection Case Conferences to which they have been invited.

If the unit is unable to be represented at the Child Protection Case Conference, a written report may be submitted.

Supporting Learners at Risk

Statistically young people with behavioural difficulties and disabilities are more vulnerable to abuse. College staff who work in any capacity with young people with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Retaining records (amended July 2016)

Child Protection Records

Child protection files should be held in a locked cabinet with only the designated officer or Deputy having access. To help other staff to identify that there is a cause for concern with a child, a sticker (e.g. red) should be placed on the front of the pupil file. This will indicate to staff that there is another file without them knowing what the content of the file is.

The following information must be kept in the locked stand-alone file, whether paper or electronic:

- Chronology
- All completed child protection cause for concern forms
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms (sent to Children's Social Care, other external agencies or education-based services)
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
 - Formal plans for or linked to the child, e.g. child protection plans, early help (previously known as CAF's), risk assessments etc..
- A copy of the support plan for the young person.

□ Each child protection file should contain a chronological summary of significant events and the actions and involvement of Good Apple and the referring school should be made aware.

□ Where children leave Good Apple ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

D Procedure for Managing Allegations of Abuse against Adults Working in Education Settings

Good Apple is required to comply with the detailed Local Safeguarding Children's Board Procedure for Managing Allegations against Adults Working in Education Settings.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used for ease of description.

Introduction

Good Apple recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those involved with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

Good Apple recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the unit will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation

A member of staff who receives an allegation about another member of staff should follow the guidelines in Part C for dealing with disclosure.

The allegation should be reported immediately to the Senior Staff Member with Lead Responsibility.

Obtain written details of the allegation from the person who received it, that are signed and dated.

Record information about times, dates, locations and names of potential witnesses.

Initial Assessment

An initial assessment of the allegation, consulting with the Staff Member with Lead Responsibility or Senior Post holder.

An allegation is information which indicates that a person who works with a child or young person:

- **Behaved in a way that has harmed or may have harmed a child or young person.**
- **Possibly committed a criminal offence against or related to a child or young person.**
- **Behaved towards a child or young person in a way that indicates s/he is unsuitable to work with children and young people.**

It is important that the Designated Senior Person / Senior Post holder does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation (see criteria at paragraph 3.2 above).

If the assessment of the allegation is that it requires further investigation then the Designated Senior Person should refer the matter to the Local Authority Designated Officer (LADO) within one working day in accordance with the detailed procedures available from the relevant LADO.

Other potential outcomes are:

The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with disciplinary procedures.

The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and Investigations

Child protection enquiries by Children's Social Care or the police are not to be confused with internal, disciplinary enquiries by Good Apple. The Unit may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct Good Apple to act in a particular way; however, Good Apple will assist the agencies with their enquiries.

The unit shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the police, the Principal (or Designated Senior Person) or Senior Post holder should normally be involved in, and contribute to, the inter-agency strategy discussions. The directors / Designated Senior Person / Senior Post holder is responsible for ensuring that Good Apple gives every assistance with any agencies enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made and suggest that he/she should consult with a representative, for example, a trade union.

The Designated Senior Person will consult with the police or the LADO particularly in relation to timing and content of the information to be provided, and shall:

inform the student / learner or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.

ensure that the parents/carers of the student/learner making the allegation have been informed verbally and in writing that the allegation has been made and what the likely process will involve.

inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

The Designated Senior Person shall keep a written record of the action taken in connection with the allegation.

Suspension of Staff

Suspension should not be automatic. In respect of staff, other than Senior Post Holders, suspension can only be carried out by a nominated Senior Post Holder. In respect of Directors or Senior Post Holders, suspension can only be carried out by the Chair of the Company (or in his/her absence, the Vice Chair).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: eg paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

where a student/learner is at risk.

where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.

where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

If the police are engaged in an investigation the Officer in charge of the case should be kept up to date.

The member of staff should be advised to seek the advice and / or assistance of his / her trade union and should be informed that they have the right to be accompanied by a work colleague or trade union representative. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension.

The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response.

If a Senior Postholder considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.

Where a member of staff is suspended, the Senior Post holder or Designated Senior Person (or Chair or Vice Chair of the Company) should address the following issues:

All Directors should receive reports from the designated senior person detailing any suspensions

Where the Director has been suspended, the Chair or Vice Chair of the Company will need to take action to address the management of the College.

The parents / carers of the student/learner making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the student/learner making the allegation of the suspension.

Senior staff who need to know of the reason for the suspension should be informed.

Depending on the nature of the allegation, the directors should consider with the Designated senior lead whether a statement to the students of the unit and / or parents / carers should be made, taking due regard of the need to avoid unwelcome publicity.

The Directors Senior Post holder Designated Senior Persons shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LADO and external investigating authorities should be consulted and updated.

The suspended member of staff should be given appropriate support during the period of suspension. He / she should also be provided with information on progress and developments in the case at regular intervals.

The suspension should remain under review in accordance with the disciplinary procedures.

The Disciplinary Investigation

The disciplinary investigation if deemed necessary should be conducted in accordance with the existing disciplinary procedures.

The member of staff should be informed of:

The disciplinary charge against him / her.

His / her entitlement to be accompanied or represented by a trade union representative or work colleague.

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling and support at any stage.

The student / learner or students / learners making the allegation and / or their parents/carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to the unit of the member of staff (if suspended).

The Senior Post holders / or Designated person should give consideration to what information should be made available to the general population of the unit.

Allegations Without Foundation

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Children's Social Care in order that other agencies may act upon the information.

In consultation with Senior Post holders or Senior Person, will contact the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be

given to offering counselling and support in order to rebuild the member of staff's confidence.

Inform the parents / carers of those involved that the allegation has been made and of the outcome.

Where the allegation was made by a student / learner other than the alleged victim, consideration to be given to informing the parents/carers of that student/learner.

Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

In some circumstances, consider the broader disclosure of details of the outcome of the investigations, for example if the matter is of general importance, has become common knowledge or the subject of general gossip. There is a need to provide accurate details for public information.

Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he / she should be informed about their statutory duty to notify the the Disclosure and Barring Service. (DBS)

Monitoring Effectiveness

Where an allegation has been made against a member of staff, the Senior Staff Member with Lead Responsibility should, at the conclusion of the

investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the procedures and/or policies and/or which should be drawn to the attention of the Directors. Consideration should also be given to the training needs of staff.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

E Safer Recruitment Policy Statement

Good Apple Education aims to attract, reward and retain the best available people and to make the maximum possible use of the abilities of all its employees whilst ensuring it safeguards and promotes the welfare of young people and adults with additional needs' receiving education and training at the unit or in the workplace.

In accordance with legislation and guidance, the unit has a comprehensive Safer Recruitment Policy & Procedure.

All staff and volunteers are now required to complete an enhanced DBS disclosure prior to commencement of employment or voluntary work with the Unit and will only be permitted to have supervised access to young people until clearance has been received, an initial list 99 check will also be requested.

APPENDIX 1

In accordance with the Vetting and Barring Scheme the term vulnerable adults is no longer used in Safeguarding and Safer Recruitment terms. These are based on individual roles within a setting eg in education teaching, training, supervising children or providing Information, Advice or Guidance is classed as regulated activity and as such Enhanced Disclosure with a check against the Barred list is required in all cases. Regulated activity working with adults with particular needs' is determined by the level of need and risk assessment. Examples of regulated activity linked to services provided include:

- Providing health care by a health care professional
- Providing personal care where an individual requires basic needs
- Providing social work meaning a Social Worker
- Transporting adults with additional needs to health care appointments

There is a greater focus on individual roles and further guidance is available from the Vetting and Barring Scheme

TYPES AND POSSIBLE SIGNS OF CHILD ABUSE

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

1 PHYSICAL ABUSE

Physical abuse causes harm to a child's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

Signs of possible physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, eg genuine accidents or medical disorders.

2 NEGLECT

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

Signs of possible physical neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

3 EMOTIONAL ABUSE

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may involve ridiculing them or making fun of the way they speak. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (eg rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

4 SEXUAL ABUSE

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non penetrative acts, kissing, rubbing,

masturbation, touching under or over clothes. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs of the sexually abused child:

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

A Behavioural

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug , alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, eg 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, eg recurrent abdominal pain or headache

- Sexual promiscuity

B Physical/Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, eg anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self- mutilation/suicide attempts

Female Genital Mutilation: The Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2016).

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include: Use of inappropriate language Possession of violent extremist literature Changes in behaviour, language, clothing or appearance The expression of extremist views Advocating violent actions and means Association with known extremists Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Responding to concerns If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the designated safeguarding lead who should contact the Education & Early Years Child Protection Team or the Local Authority

Lincolnshire County Council on 01522 555367 or via email at prevent@lincolnshire.gov.uk

Lincolnshire Police Prevent Team on 01522 885350 or via email prevent@lincs.pnn.police.uk

Nottinghamshire Prevent team on Prevent@nottinghamshire.pnn.police.uk

Peer on peer abuse

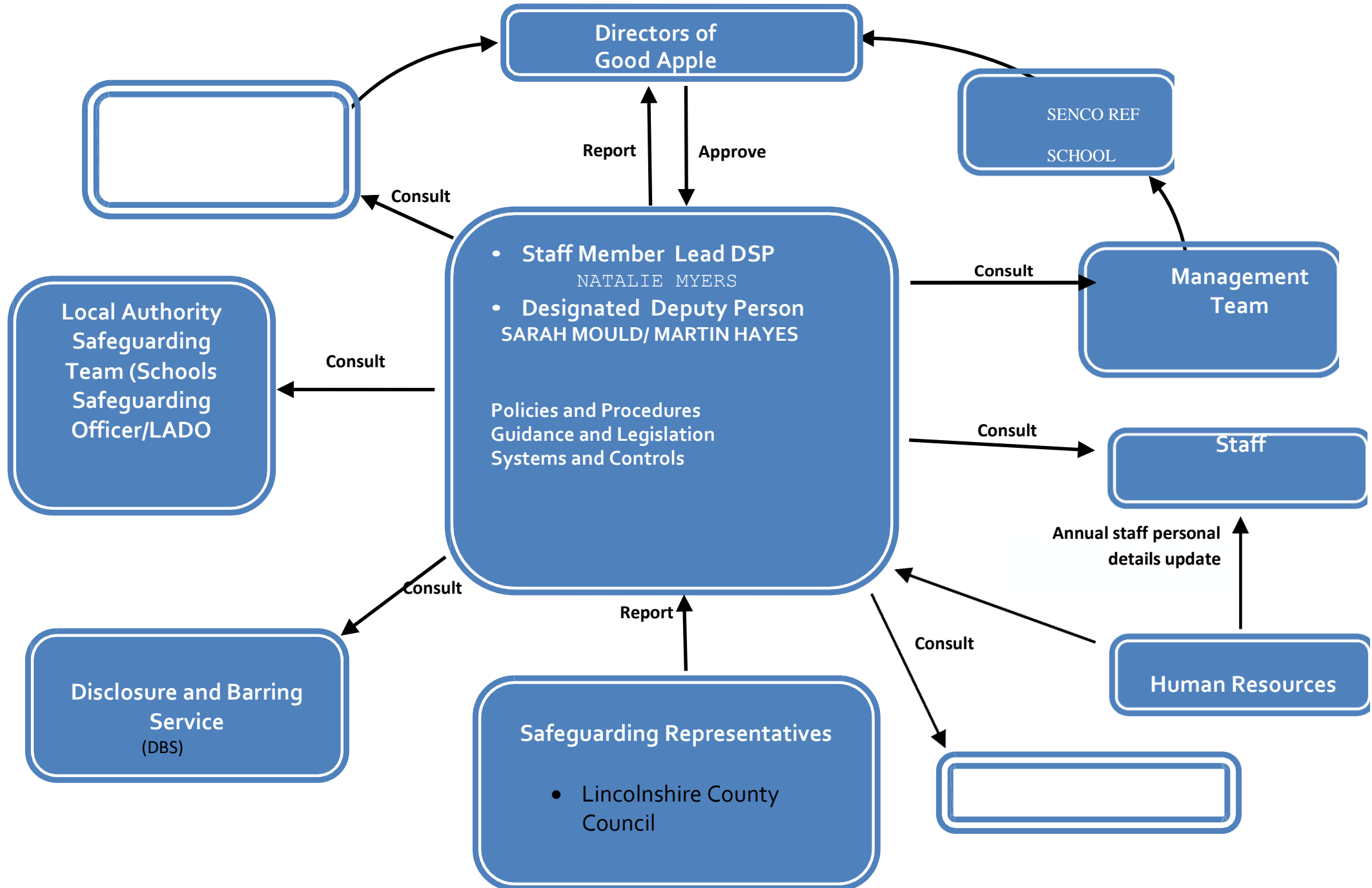
We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours.

- Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others a checklist must be completed and contact made with Children's Social Work Service if appropriate.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment

APPENDIX 3

Type of harm to Vulnerable Adults	Meaning	Examples
Emotional / Psychological	Action or inaction by others that cause mental anguish	Inflexible regimes and lack of choice. Mocking, coercing, denying privacy, threatening behaviour, bullying, intimidation, harassment, deliberate isolation, deprivation.
Financial	Usually associated with the misuse of money, valuables or property	Unauthorised withdrawals from vulnerable adult's bank account, theft, fraud, exploitation, pressure in connection with wills or inheritance.
Physical	Any physical contact that results in discomfort, pain or injury	Hitting, slapping, pushing, shaking, bruising, failing to treat sores or wounds, under or overuse of medication, un-prescribed or inappropriate medication, use of restraint or inappropriate restraint, inappropriate sanctions.
Sexual	Coercion or force to take part in sexual acts	Inappropriate touching. Causing bruising or injury to the anal, genital or abdominal area. Transmission of STD.
Neglect	Failure to identify and/or meet care needs	Untreated weight loss, failing to administer reasonable care resulting in pressure sores or uncharacteristic problems with continence. Poor hygiene, soiled clothes not changed, insufficient food or drink, ignoring resident's requests, unmet social or care needs.
Verbal	Any remark or comment by others that causes distress	Demearing, disrespectful, humiliating, racist, sexist or sarcastic comments. Excessive or unwanted familiarity, shouting, swearing, name calling.

Taken from ISA Referral Guidance October 2009.



SAFEGUARDING & CHILD PROTECTION KEY CONTACTS

Staff Member with Lead Responsibility

NATALIE MYERS

Designated Senior Person

MARTIN HAYES

Deputy Designated Person

[TEL:01427616803](tel:01427616803)

[Lincolnshire social services](#)

8am - 6pm Monday - Friday

Please call our Customer Service Centre on 01522 782111

Out of Hours Emergency

Monday to Thursday from 5pm to 8:45am and on Fridays from 4:45pm all the way through to 8:45 am on Mondays with a 24-hour service on Bank Holidays please call 01522 782333

[Nottinghamshire](#)

You can contact the MASH team in one of the following ways:

telephone: 0300 500 80 90

fax: 01623 483295

email: mash.safeguarding@nottscgcsx.gov.uk

online form: concerned about a child on the nottscg web page

In an emergency outside of these hours, contact the Emergency Duty Team on 0300 456 4546.

[Derbyshire Social Services initial referral contact info](#)

9am - 5pm social care office contacts

All telephone calls for area offices are via Call Derbyshire, tel: 01629 533190

WRITTEN BY:.....NATALIE MYERS.....

DATE: ...March 2019.....

REVIEW DATE:.....March 2020.....

