

HARRISON ALLEN SAFEGUARDING AND CHILD PROTECTION POLICY

Designated Safeguarding Lead: Nicola Smith
Deputy Designated Safeguarding Lead: Karen Abbott

Both Nicola Smith and Karen Abbott are responsible for regular reviews of this Policy and in any event the Policy is reviewed annually.

September 2018

INTRODUCTION

Harrison Allen fully recognises the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all students. We recognise that staff and tutors have a part to play in protecting students from harm.

We believe in a caring, positive, safe and stimulating environment in which students can learn and which promotes the social, physical and emotional wellbeing of each individual student.

Harrison Allen recognises its responsibility and duty to report Safeguarding and Child Protection concerns to the relevant Department in the Local Education Authority.

Harrison Allen will ensure that all tutors are updated when appropriate on Safeguarding and Child Protection issues, as recommended in the guidance.

AIMS

- To raise awareness of all tutors of the need to safeguard all students and of their responsibilities in identifying and reporting possible cases of abuse to the office staff.
- To emphasise the need for good communication between Harrison Allen staff and tutors in matters relating to child protection.
- To have a structured procedure for dealing with issues arising.
- To support all students' development in ways that will foster security, confidence and independence.
- To promote safe practice.
- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of students.
- To ensure that all tutors working for Harrison Allen have been checked as to their suitability to work with children.
- To take account of and inform policy in related areas, such as anti-bullying; discipline and behaviour; health and safety; procedures for dealing with allegations against staff and recruitment practice
- To ensure all tutors have read and understood Keeping Children Safe in Education 2018

DEFINITIONS

Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm.

Defining child abuse is not easy. Somebody may abuse or neglect a child by inflicting harm, or by knowingly not preventing harm. Children may be abused in a family, the community, and institutional setting, or more rarely by a stranger. Most young people who are abused know their abuser. 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: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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.

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.

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. This would also include underage sex/consequent pregnancy. 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 abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

Behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger and safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Children with SEN and disabilities may be more prone to peer group isolation than other children.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES, MindEd and the NSPCC websites. Government guidance on the issues listed below can be found at GOV.UK and other government websites:

- bullying including cyberbullying
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs and county lines activities

- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- initiation/hazing type violence
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- self-harming
- sexting (youth produced sexual imagery)
- trafficking

Annex A to Keeping Children Safe in Education contains further information which is important.

KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and/or abuse
- We are aware that abuse occurs in all cultures, religions and social classes and that tutors need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

- We know that it is important that there are adults who they can approach if they are worried or unhappy and that the prime concern at all times must be the welfare and safety of the child.

PROCEDURES

We ensure that :-

- All tutors have confirmed in writing that they have read our Safeguarding and Child Protection Policy (which draws the tutors' attention to Keeping Children Safe in Education September 2018) and understand their responsibilities in passing concerns without delay to the Harrison Allen office. They are provided with Key Information enforcing important Safeguarding matters.
- All tutors know how to respond to a child who discloses abuse and the need to liaise with the Designated Safeguarding Lead on any issue of concern
- The Designated Safeguarding Lead is Nicola Smith to whom all concern/disclosures/allegations will be referred. In her absence the responsibility will be assumed by Karen Abbott. There is a written role description for these roles. If for any reason it is felt that a referral to individuals at Harrison Allen is inappropriate or not viable then a referral can be made direct to the relevant Local Authority Designated Officer (LADO).
- The Designated Safeguarding Lead and her Deputy are fully trained in the roles and training is updated regularly.
- The purpose of having two named and nominated people is to cover the eventuality that an allegation might be brought against either of the nominated people.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and these records are kept securely
- The tutors are aware that there should always be a responsible third party (over 18) present when tuition is taking place.
- A tutor should never offer a student a lift in a car. Tutors should only by special exception have a student's personal e-mail address or telephone number as contact should be through the parent/carer. No tutor is permitted to engage with students other than for tuition purposes nor must they agree to be in contact on any form of social media.
- In home tuition situations parents are advised by Harrison Allen that they must always remain present during lessons.
- We have procedures at Harrison Allen's offices for secure access with procedures to

- identity check all visitors
- Up-to-date information on LADO and MASH details are maintained in the Safeguarding file
 - We and our tutors provide an environment in which all students, including those with SEN, can feel confident and able to discuss their concerns and have access to the Designated Safeguarding Lead.
 - Where teaching is on site at Harrison Allen, we specifically foster an atmosphere of friendliness and openness and we encourage the students to chat on arrival and they are given ample opportunity to raise any issues confidentially. We believe that the informal environment is conducive to free exchange of concerns.

HOW TO RECORD A SAFEGUARDING/CHILD PROTECTION CONCERN OR INCIDENT

Tutors should

1. Make a comprehensive note of all conversations with dates and times using only initials to identify the student.
2. The tutor will need to speak directly to our Designated Safeguarding Lead, Nicola Smith (or Karen Abbott in Nicola Smith's absence) to pass on the concern or details of the incident and to identify the student's full name.
3. The tutor will need to follow up the telephone conversation to Harrison Allen with a written report of the concern or incident.
4. Tutors should then await further instructions from Harrison Allen. The tutors should not have any discussions with students or the parents or carers once a concern has been raised.
5. Please note that if tutors are unable (or do not wish) to contact the DSL or Deputy at Harrison Allen, they can contact the relevant Local Authority Designated Officer direct.

Harrison Allen (through its Designated Safeguarding Lead or Deputy) will:

1. Speak individually with all parties concerned.

2. Write a record of all conversations with dates and times.
3. Initially, phone the department who referred the student for tuition to report the incident.
4. Follow up telephone conversation with a written report of the incident.
5. If further action is required, we follow the instructions from the referring department

CONFIDENTIALITY

We recognise that matters related to Safeguarding and Child Protection are of a confidential nature. Harrison Allen office staff therefore share detailed information about a student with tutors on a need to know basis only.

All tutors are aware that they cannot promise a child that they will keep certain information secret.

SAFE RECRUITMENT

- Harrison Allen operates a safe recruitment policy to ensure that all tutors and office staff are qualified and suitable as far as can be reasonably ascertained.
- All tutors and members of office staff are interviewed in person by Julie Harrison the Director of Harrison Allen who undertakes Safer Recruitment training as required. The Recruitment Policy for Harrison Allen is regularly reviewed by Julie Harrison.
- At interview, the identity of a potential tutor or member of staff is verified with sight of originals of current photographic ID (usually a passport or driving licence) and recent proof of address. We also ask to see originals of their relevant professional qualification certificates or provide other proof of the same
- Appropriate checks (ie enhanced DBS checks) are required for all potential tutors and office staff. We insist on seeing the original EDBS and we note the date when the original was inspected. We have a rigorous system of checking the need for renewals of EDBS. Where possible we encourage the use of the DBS update service by prospective tutors.
- We do not accept references provided directly by prospective tutors or members of staff and we always take up references ourselves.

- At interview candidates are asked to account for any gaps in their employment history and by interviewing the tutor or member of staff at length we seek to assess their mental and physical fitness to carry out their work responsibilities.
- We verify the candidate's right to work in the UK and if the prospective tutor or member of staff has lived or worked outside of the UK then we make such further checks as we deem appropriate (such as contacting foreign employers).
- We have a standard checklist for the interview process which is attached to the tutor's profile on our password secured Information Management system

OTHER RELATED POLICIES/INFORMATION

This policy has clear links to other policies, in particular to anti-bullying, discipline and behaviour, racial incidents and health and safety. Each of these policies is also concerned with the protection of all children from various kinds of harm.

Important GOV.UK guidance which you must read and with which you need to be familiar:

Keeping Children Safe In Education – September 2018

Working Together To Safeguard Children – July 2018