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Safeguarding and Child Protection Policy		LS003	9.0

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Corporation		07/06/2021	07/06/2022

LEAD PERSON	Group Director of Student Support		
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SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Statement
The Safeguarding and Child Protection policy has been completed on the basis of legislation, policy and guidance that seeks to protect children and vulnerable adults. It outlines our position on and clarifies the action to be taken to ensure that we meet our duties relating to protecting the safety and promoting the wellbeing of children and vulnerable adults; it signposts to related policies and additional guidance. The policy covers the arrangements for responding to Child Protection issues.

Purpose
We want all students at Activate Learning to feel safe, supported and cared for which echoes the core values within our Learning Philosophy.

The purpose of this policy is to protect children and vulnerable adults from harm and to provide staff and volunteers, children and vulnerable adults and their families with the overarching principles that guide our approach to safeguarding and child protection.

Scope
This policy applies to anyone working on behalf of Activate Learning colleges, Activate Apprenticeships and Activate residential accommodation, including paid staff, the board of governors, volunteers, contractors, visitors, and students.

Safeguarding covers more than the contribution made to child and vulnerable adult protection in relation to individual children or adults. It also encompasses issues such as health and safety, bullying and harassment, and a range of other issues such as arrangements for meeting the needs of students with medical conditions, providing first aid, college security, substance and alcohol misuse, and physical and mental health.

Responsibilities
We will keep children and vulnerable adults safe by:
- Valuing, listening to and respecting them.
- Appointing a nominated Designated Safeguarding Lead, a deputy lead, and a lead Governor.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Developing and implementing effective online safety.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- Making sure that children, vulnerable adults and their families know where to go for help if they have a concern using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, vulnerable adults, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.

- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Contractors and Volunteers
- Contribute to creating a safe learning environment for all.
- Be aware of and follow the organisation's safeguarding policies and procedures; they recognise, respond and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.

All staff
- Complete appropriate safeguarding and child protection training.
- Receive regular safeguarding and child protection updates.
- Contribute to creating a safe learning environment for all.
- Are aware of and follow the organisation's safeguarding and child protection policies and procedures; they recognise, respond and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.
- Are aware of behaviour policies, staff behaviour policies, safeguarding response to children who go missing from education and role of the designated safeguarding lead (including the identity of the DSL and any Deputies).
- Read part one of Keeping Children Safe in Education.
- Are aware of the local early help process and understand their role in it.

Faculty staff
- Ensure that the learning environment is safe, and that Safeguarding is embedded within teaching practice to educate learners on staying safe, building resilience and developing critical thinking skills.

Safeguarding Officers
- Complete internal training which has level 3 advanced content.
- Respond to Safeguarding concerns and keep accurate case notes. Report to the Safeguarding and Welfare Advisers/Wellbeing Advisers to escalate any concerns that may require specialist support or referral to external support networks.

Safeguarding and Welfare Advisers
- Complete Designated Lead Safeguarding training.
- Respond to Safeguarding concerns within the agreed timescales.
- Carry out assessments to determine the level of risk, raise concerns with the Designated Safeguarding Lead and inform the Local Authority and other partner organisations of any concerns.
- Advise on updates on legislation and Local Authority compliance.
- Report to the Deputy Designated Safeguarding Leads (Student Support Delivery Managers) on any cases which are of concern.

Deputy Designated Safeguarding Leads (Group Student Support Delivery Managers)
- Have a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties.
- Report any concerns to the Designated Safeguarding Lead (Head of Student Support).
- Will always be available during college open hours or arrange suitable cover when this is not possible.
- Oversees the provision of resources and training for all staff.

Group Designated Safeguarding Lead (Group Head of Student Support)
- Acts in an advisory capacity for the group, keeping members of the group up to date with changes in legislation and best practice.

- Acts as the main contact for outside agencies and the most senior 'go to' person in the organisation, delegating these responsibilities to the DSL as appropriate.
- Has a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties.
- Will always be available during college open hours or arrange suitable cover when this is not possible.
- Provides reports for the Group Executive Team.
- Oversees the provision of resources and training for all staff.

Safeguarding committee
- Represents Group Leadership Team, Faculty, Human Resources, Information Technology, Student Support, Property and Environment, Activate Apprenticeships, Accommodation, Learning Support and ensures that sound arrangements for Safeguarding are in place across all these service areas.
- Steers developments; monitors and reports on compliance and impact.

Group Executive Safeguarding Lead
- Complete Designated Lead Safeguarding training.
- Has organisational responsibility for ensuring Activate Learning meets its duties under Safeguarding and Prevent.

Safeguarding Governor
- Advises and guides the organisation on Safeguarding and Prevent issues.
- Provides challenge to the Executive team to improve quality of provision.
- Ensures appropriate policies and procedures are in place for action to be taken in a timely manner to safeguard and promote children's welfare.

Commitment Statement
Children and young people should never experience abuse of any kind and we all have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise the welfare of children is paramount in all the work we do and in all the decisions we take bearing in mind all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse, some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

We believe that working in partnership with children, young people, their parents, carers and other agencies are essential in promoting young people's welfare.

Definitions
Child: A child is any person under 18 years of age (Children Act, 1989).

Vulnerable adult: A vulnerable adult is defined as a person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (Department of Health, 2000).

Child Protection: The protection of children from violence, exploitation, abuse and neglect.

Duty of care: This is the duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a student involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with students in any capacity, is considered both legally and morally to owe them a duty of care.

Designated person: A member of staff who has responsibility for receiving and handling safeguarding, and child protection concerns and has been trained to perform the role to an appropriate level.

Early help: Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be

arranged.

Safeguarding: Protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding is also about being proactive and putting measures in place in advance of any contact with students to ensure that students are going to be kept safe.

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 from 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. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation

as well as being physical can be facilitated and/or take place online.

Peer on peer abuse: this is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically 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;
- sexting (also known as youth produced sexual imagery); and/or
- initiation/hazing type violence and rituals.

Serious violence: children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Female Genital Mutilation: (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done. It's also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

Mental Health: a person's condition regarding their psychological and emotional well-being.

References
This policy complies with:
- Keeping Children Safe in Education, updated September 2019.
- Equality and Diversity Act 2010
- Local safeguarding children board advice and guidance
- Health and Safety Act
- Prevent agenda
- Education Act 1996
- Article 8 of the European Convention on Human Rights
- Section 91 of the Education and Inspections Act 2006
- DFE Searching, screening and confiscation January 2018.
- Section 175 of the Education Act 2002
- Government departmental advice: what to do if you are worried a child is being abused; advice for practitioners
- Government departmental advice: Sexual violence and sexual harassment between children in schools and colleges
- Further and Higher Education Act 1992

This policy statement should be read in conjunction with the following guidance:
- Student Health and Wellbeing Policy
- Student Behaviour for Success Policy
- Health, Safety and Environment Policy
- Criminal Convictions Procedure
- DBS and Safeguarding Procedure
- Allegations Against Staff Procedure
- E-safety Incident Procedure
- Information Sharing Procedure
- Secure Storage Procedure
- Missing Student Procedure

- Prevent and Extremism Procedure
- Reporting Concerns Procedure
- Personal Risk Assessment Procedure
- Safeguarding Training Procedure
- Trips and Residential Procedure
- Work Placement Procedure
- Substance Misuse Procedure
- Search Procedure
- Incidents and Investigation Procedure
- Touch and Restraint Procedure