

Tower Learning Centre is committed to safeguarding and promoting the welfare of children and young people and expects all Staff and visitors to share this commitment.

The policy applies to all staff and volunteers and any individual who has a responsibility to inform the designated person of concerns relating to safeguarding children. The designated person will decide if the concerns should be communicated to Social Care, the police or the NSPCC.

Our business is to know everyone as an individual and to provide a secure and caring environment, so that every student can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every student can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

### Our responsibility is laid down in the following documents:

- Section 157 of the Education Act 2002
- Keeping Children Safe in Education (2018)
- Working Together to Safeguard Children (July 2018)
- Prevent Duty Guidance (March 2015)

There are two main aspects to safeguarding and promoting the welfare of children and the Centre is committed to taking responsibility for the following:

- To take all reasonable measures to ensure that risks of harm to student's welfare are minimised
- To take all appropriate actions to address concerns about the welfare of any student, working in partnership with other local agencies.

### This policy document and the procedures outlined are guided by the following frameworks:

- Keeping Children Safe in Education (July 2018) (KCSIE).
- Working Together to Safeguard Children (2018) (WT)
- Every Child Matters framework.

Tower Learning Centre takes seriously it's responsibility under Section 157 of the Education Act 2002 (and in respect of the CLFS, section 87 of the Children Act 1989) to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements within the Centre to identify, assess, and support those children where there are concerns about a child's safety and welfare.

The Centre is committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student.

## The aims of this policy are to:

- Support each student's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
- Provide an environment in which all students and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
- Raise the awareness of all Staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse.
- Provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we contribute to assessments of need and support packages for those students.
- Emphasise the need for good levels of communication between all members of Staff.
- Our Centre procedures for safeguarding students have been prepared in accordance with relevant legislation, guidance and the procedures set out by the relevant authorities.

## Procedures

We have a structured procedure within the Centre, which will be followed by all members of the community in cases of alleged or suspected neglect, abuse and/or any other student welfare concern.

We will develop and promote effective working relationships with other agencies, especially the Police and Students Social Care.

Ensure that all adults within the Centre have been checked as to their suitability.

The Centre Director is the designated senior member of staff.

It is our usual procedure to check every member of staff using the Enhanced DBS system.

See Appendices for our Safeguarding procedures and contact list

## Responsibilities

The designated CPLO, is responsible for:

- Referring a student to the LADO whenever an allegation or disclosure of abuse has been made or if there are concerns about possible abuse, and acting as a focal point for staff to discuss concerns. All referrals will be carried out in accordance with procedures.
- Keeping written records of concerns about a student even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act 1998 and are kept separate from pupil records.
- Liaising with other agencies and professionals and ensuring that contact with the relevant welfare agency will be made immediately upon the disclosure or suspicion of abuse. The referral shall be made in writing or with written confirmation of a telephone referral. Ensuring that he/she provides reports for, and attends case conferences, core groups, or other multiagency planning meetings, and otherwise co-operates with the LADO and other agencies to support inter-agency working.

- Organising student protection training for all Staff at three-yearly intervals.

## Tower Learning Centre will support all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst attempting to counteract aggression and bullying.
- Promoting a caring, safe and positive environment within the Centre.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of students.

## Confidentiality

We recognise that all matters relating to student protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a student.

- The Head of Centre will disclose any information about a pupil to other members of staff on a need to know basis only consistent with legal requirements, and in accordance with relevant DFE guidance.
- All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard students.
- All Staff are made aware that they cannot promise a student to keep secrets, which might compromise the student's safety or wellbeing. All staff will understand that student protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information is not released into the public domain and compromise evidence if taken to court.

Child protection information will be stored and handled in line with GDPR 2018 principles.

Written records are also confidential and subject to Data Protection legislation, and must be stored in a locked drawer or desk.

## Disclosing information by telephone

Always ask the caller to confirm their name, address and other identifying information. Be sure you know who you are talking to.

- If you don't know the caller be careful about disclosing information. If they are calling from another organisation you should call them back through their organisation's published switchboard number. Do not disclose information when a return telephone number cannot be supplied.
- Only provide the information to the person who has requested it. If they are not there, you should leave a message for them to call you back. • If the fact that someone has contacted your service is confidential, do not leave a message with someone else or on a voicemail unless you have their permission to do so.
- Be aware of who might overhear your call.
- sending information by email • Huge amounts of information are sent by email, within and across agencies.
- Ensure all recipients need to receive the information. Think twice before responding to a group email or copying others in.
- Mark the message 'confidential'. • Do not include confidential information in the Subject field.

- If you have to send personal information to an external recipient, use a password protected file. Make sure you send the password in a separate email.

## Allegations against staff

Procedures for dealing with allegation of abuse against Staff are carried out in accordance with HM Government Guidance: 'Safeguarding Students and Safer Recruitment in Education', Jan 2007 and 'The Management of Allegations and Concerns Regarding the Professional Conduct of Staff in relation to Child Protection' Nov 2009. All Staff are made aware of this guidance.

Our staff take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults.

Staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it the physical interventions must be necessary and proportionate to the level or risk to the student and/or another person.

## Bullying

Our policy on bullying is set out in a separate document (The Anti-Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under student protection procedures, including homophobic, cyber bullying and gender related bullying.

## Categories of Abuse The NSPCC defines child abuse as:

'Child abuse is the term used when an adult harms a child or a young person under the age of 18.'  
A child may be experiencing abuse if he or she is:

- Left in unsafe situations, or without medical attention
- Constantly "put down", insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Frequently dirty, hungry or inadequately dressed
- Displaying sexual behaviour which doesn't seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.

"Abuse is always wrong and it is never the young person's fault."

The needs and rights of children fall into the following main categories:

- The need for physical care and protection from preventable harm
- The opportunity for physical and mental growth
- The need for love and security and the opportunity to relate positively to others
- The need for new experiences and help in relating to their environment by way of organising and mastering age-appropriate levels of responsibility

- The need for intellectual development. A parent must be able to meet those needs or to help their child by ensuring they are otherwise met.

A child may be considered to be abused, or at risk of abuse, by its parents/carers when those basic needs are not being met. Careful professional and legal assessments are essential when determining whether a child's needs are not being met to such an extent that it contributes abuse.

## Categories of Child Abuse and Their Definitions

- **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.
- **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 (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.
- **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 development 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.

Child abuse occurs to children of both sexes and of all ages and in all cultures, religions and social classes.

All children have the right to be protected. Identification of child abuse is difficult and normally requires both social and medical assessment.

The following information on signs and symptoms is not exhaustive and it should also be remembered that abuse might be only one of many causes that could produce any one symptom. Initially, a situation might not seem particularly serious but it is worth remembering that prompt help to a family in trouble may prevent a more serious situation developing.

## Signs of abuse

- **Physical Abuse (Injury):** Non-accidental injury to children by adults is often difficult to detect. Always remember that symptoms that are difficult to explain could be the result of inflicted injuries. The following provides a guide to the more common non-accidental injuries.
- Bruises: Most injuries to children are accidental and can be explained simply; all children receive bumps and bruises as a result of normal play. Most falls or accidents produce one bruise on a single surface, usually a bony surface.

Bruising in accidents is usually on the front of the body as children generally fall forwards; there may be marks on their hands where they have tried to break their fall.

Bruising may be faint or severe. Some skins shows bruising very easily, others do not; bruises on black children for instance are more difficult to detect.

There may be a pattern to bruising, e.g. after the weekend

- Unusual sites for accidental bruising
- Back, back of legs, buttocks
- Mouth, cheeks, behind the ear
- Stomach, chest
- Under the arm
- Genital or rectal areas (care if child is learning to ride a bike)
- Neck
- Common types of non – accidental injuries

Symmetrical black eyes are rarely accidental, although they may occur where there is a fracture of the head or nose. Careful consideration is required whenever there is an injury around the eye.

Bruising in or around the mouth Grasp marks on arms Finger marks Symmetrical bruising (especially on ears) Outline bruising (belt marks, hand prints) Linear bruising Different age bruising on a child at any one time other than on common sites of accidental injury for a child of that age.

- Bites: These can leave clear impressions of teeth. Human bites are oval or crescent shaped. If the distance is more than 3 cm across, an adult or another child with permanent teeth must have caused them.
- Burns: It can be very difficult to distinguish between accidental and non-accidental burns, but as a general rule burns with clear outlines are suspicious as are burns of uniform depth

over a larger area and also splash marks above a main burn area (usually caused by hot liquid being thrown)

## Remember also:

- A responsible adult checks the temperature of a bath before a young child gets in
- A child is unlikely to sit down voluntarily in a bath which is too hot and cannot accidentally scald its bottom without also scalding its feet.
- A child getting into too hot water of its own accord will struggle to get out again and therefore there will be splash marks
- Small round burns may be cigarette burns

**Scars:** Children may have scars but notice should be taken of an exceptionally large number of scars, especially when coupled with different age bruising, unusual shaped scars, or large scars which did not receive medical treatment.

**Fractures:** These should be suspected if there is pain, swelling and discolouration over a bone or joint. The most common non-accidental fractures are of long bones (arms, legs, ribs). It is rare for a parent to be unaware that a child has been hurt in this way, as the pain caused will cause the child to inform someone.

Factors associated with injuries that may arouse suspicion of being non-accidental are:

- Explanation not consistent with the injury
- Changes of explanation
- Unreasonable delay in seeking medical advice
- A history of frequently repeated injury or Constant complaints about a child
- Over-hasty or violent reaction to a child's naughty or annoying behaviour
- Unrealistic expectations of a child's performance.

**Sexual Abuse:** It is essential that professionals in contact with children accept that children of both sexes and all ages are sexually abused.

The abuse is often kept secret by a variety of methods and may carry on for considerable periods of time before it comes to anyone's attention.

Sexual abuse often presents in a veiled way. Although some victims have genital injuries, STIs or are pregnant, most show no signs. Recognition of sexual abuse is more likely to come from a direct statement made by the child rather than suspicious signs or symptoms.

The following are a list of indicators again the lists are not exhaustive, those marked with an asterisk \* should be taken very seriously:

## Physical Signs

- Vaginal bleeding in pre-pubescent girls\*
- Genital lacerations or bruising\* ▪ STIs\*
- Abnormal dilation of vagina, anus or urethra

- Pregnancy – especially in younger girls with no explanation of the father\*
- Itching, soreness or unexplained bleeding from vagina or anus
- Pain in passing urine
- Faecal soiling or retention
- Behavioural Signs
- Explicit or frequent sexual preoccupation in talk and play
- Sexually provocative relationship with adults
- Hinting at sexual activity or secrets through word, play or drawing
- Excessive sexual awareness inappropriate to the child's age
- **General**
- Undue fear of adults
- Running away
- Self-harm
- Suicide attempts
- Behavioural problems, withdrawal, wetting or soiling, sleep disturbance.
- Behaviour indicating a role reversal in the home e.g. daughter taking over a mothering role
- Inappropriate displays of affection between a child and adult e.g. flirtatious or seductive behaviour.
- Behaviour especially notable in Centre
- Learning problems, poor concentration, sudden drop in performance; although it must be noted that for some sexually abused children, Centre is a haven and they excel and are often reluctant to leave.
- Marked reluctance to partake in physical activities or to change clothes for activities
- Poor peer group relationships and an inability to make friends
- Regular avoidance and fear of medical examinations.

**Neglect:** Warning signs apart from a child's obviously neglected appearance include:

- Inappropriate clothing or lack of clothing and an unawareness from the carer that the child is inadequately dressed.
- A child who appears underfed and is frequently unwell with a permanent runny nose
- A child who is left unsupervised or with a variety of different carers o A child who thrives away from home
- A child with poor language development or other developmental delays
- A child whose parents persistently fail to seek or follow medical advice.
- Non – Organic failure to thrive ▪ Children with poor weight gain
- Poor growth, sparse hair, poor skin tone Perverse eating habits, gorging, stealing food, enormous appetite
- Poor sleeping patterns
- Developmental delay
- Solitary behaviours with poor peer group relationships
- Attention seeking from adults.

**Emotional Abuse:** Emotional abuse may take the form of failure to meet a child's need for attention, affection or stimulation (even though good physical care may be provided) or there may be constant verbal abuse, rejection, scapegoating, and threats of violence or attempts to frighten a child.



Conversely, some carers may be so over-protective and possessive that they prevent normal social contact or physical activity. Both states can be difficult to document or evaluate, but there may be crippling long-term effects on a child's development.

## Children suffering from emotional abuse may:

- Exhibit excessively clingy or attention seeking behaviour
- Be fearful, withdrawn or emotionally "flat"
- Constantly seek to please
- Be over-ready to relate to anyone, even strangers
- Have an impaired ability for enjoyment or play
- Lack curiosity and natural exploratory behaviour
- Be retarded in language development
- Have a low self-esteem and feelings of worthlessness
- Suffer eating disturbances, growth failure or lack of body tone.

## Risk Factors

ALL FORMS OF ABUSE - Certain characteristics have been found to be associated with all forms of abuse, including:

- A history of abuse in the childhood of one or both parents
- Violent behaviour of the parents towards each other, or signs of stress in the adult relationship
- Immature parents often feeling socially isolated
- Parents of low intelligence
- Parents who abuse alcohol or drugs
- Parents with significant mental health problems
- Children born prematurely or with handicaps or low birth weights
- Unwanted pregnancies or illegitimate children
- A recent pregnancy in the family
- Situations of social stress in the family situations where there appears to be a lack of bonding in the family

## Abuse of Trust

All staff are made aware that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for someone over 18 to have a sexual relationship with a child under 18 where that person is in a position of authority even if the relationship is consensual. This applies even if the child is in the same establishment but not taught by the adult. Physical Contact with Pupils Under section 550A of the Education Act 1996 staff have the right to use reasonable force and physical intervention to control or restrain children in order to avert immediate danger or personal injury.

**Child on Child Abuse:** In the event of physical or emotional abuse of one child by another child or group of children the situation will be taken seriously and dealt with in line with the Centre's anti – bullying policy. In this instance if there is pupil on pupil abuse an external safeguarding agency will be contacted immediately.

If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm from another child or group of children, then this information will be referred to the appropriate local agencies.

In matters where there is suspected sexual abuse the Centre will always refer its concerns to Children's Services through the triage team.

**Missing Children:** A child going missing or running away from an educational setting is a potential indicator of abuse or neglect. All staff should follow the Centre procedures for children who go missing. If a child goes missing on regular occasions the Designated Safeguarding Persons will investigate, involve parents if appropriate and seek advice from external agencies.

**Child Sexual Exploitation:** Child Sexual Exploitation (CSE) involve involves exploitative situations, contexts and relationships where young people receive something (food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. The exploitative nature of these relationships stems from an imbalance of power, the perpetrator will hold power over the victim which generally increases as the relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement. It can include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and sexual grooming. Professionals must also realise that some young people who are being sexually exploited do not exhibit any external signs of abuse. If any Staff member is concerned that any pupil from the Centre is caught up in CSE they must share their concerns with DSL.

**Female Genital Mutilation:** (FGM) Professionals in certain circumstances should be alert to any girls being at risk of FGM. Victims of FGM are likely to come from communities which are known to practise FGM. In the event of a reported incident of FGM, the emergency external agency contact details are:

## ACTIONS TO TAKE

4.1 Concerns about a child If a parent or member of staff has any concerns about a student they must report it immediately to the Designated Safeguarding Lead (DSL) or Designated Safeguarding Person (DSP).

- The senior designated LEAD teacher is Kate Towers
- If a parent or member of staff is dissatisfied with the action taken by the Centre, they should contact: Peter Charlesworth – 01253 477541
- The Local Authority Designated Officer (LADO): shown above

- If you need to contact Lancashire Children's Services about an emergency when the offices are closed, please contact the out of hours' service on 01228 526690. They deal with emergencies for the whole of Lancashire.
- We also report any such alleged incidents to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this. Ofsted contact telephone number on 0300 1231231

Students can also use the numbers above but also have the availability of independent advice from:

- The Independent Listener – 0771276270
- Childline – 08001111
- Kidscape – 08451205204
- The Children's Commissioner – 02077838330
- NSPCC Child Protection Helpline 0808 800 5000

In the event of the need for advice and support with regard to extremism, under the Prevent Duty, the emergency external agency contact details are; Equality & Co-hesion Manager Lancashire County Council County Hall Office PO BOX 78 PRESTON, PR1 8XJ Tel: 0300 123 6701

**Alternatively;** ring 101 as non-emergency calls.

Professionals from the Police, Health agencies, Children's Social Care and Youth Justice Services are working together to ensure high quality and proportionate support is offered at the earliest opportunity to children, young people and their families.

**Allegations against Staff:** If an allegation is made against a member of staff, the quick resolution of the allegation will be a clear priority for all involved, and any unnecessary delays will be avoided. Allegations are naturally taken very seriously. If a child discloses that a member of staff or volunteer working at the Centre has behaved in a way which is abusive, then this information should go straight to the DSL who must discuss it with the DSL.

The Centre will not undertake its own investigations without first consulting with the Local Authority Designated Officer (LADO), or in more serious cases the police, in this way the Centre will not jeopardise statutory investigations. If there is a borderline case the Centre will have informal conversations with the LADO where neither the Centre nor the member of staff needs to be named.

The DSL will discuss the allegation with the LADO and together they will consider the nature, content and context of the allegation and then agree a course of action including any involvement of the police. All discussion will be recorded in writing and communication both with the individual teacher and the parents of the child/ children agreed.

In response to an allegation all options will be considered before suspending a member of staff. Suspension will only be used if there is no reasonable alternative.

If suspension is seen as the appropriate course of action the reasons and justification will be recorded and the individual will be notified of the reasons for suspension. The Centre will always give true weight to the views of the LADO in any actions taken regarding allegations against a member of staff.

The Centre will make every effort to maintain confidentiality and guard against unwanted publicity regarding allegations against a member of staff. Restrictions are enforced up until the point where the accused person is charged with an offence or the DfE or National College for Teaching and Leadership (NCTL) publish information about an investigation or decision in a disciplinary case.

When deciding whether to make a referral, following an allegation or suspicion of abuse, the DSL should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the local authority designated officer (LADO).

Concerns regarding any professional who works with a child including foster carers and volunteers must be raised with the LADO within one working day.

If an allegation is substantiated and the person is dismissed or the employer ceases to use the person's services or the person resigns or otherwise ceases to provide his or her services, the case manager at the Centre and the LADO will discuss in the light of current legislation how to refer the case to the DBS for consideration of inclusion on the barred lists. Tower Learning Centre understand they are legally required to refer to the DBS when they think an individual has engaged in conduct that harmed, or was likely to harm a child. This report will be made to the DBS within 1 month of the person leaving the Centre.

## Disclosure and Barring Service (DBS)

PO Box 181  
Darlington  
DL1 9FA  
Tel 01325 953 795  
DBS Customer Services  
Telephone 08709090811  
Minicom: 08709090344

Reports made in these circumstances will include as much evidence of the circumstances or the case as possible. Compromise Agreements cannot apply in these circumstances.

The Centre will also make a referral to both the DBS and the NCTL in junction with LADO when a teacher has been dismissed or would have been dismissed if they had not resigned. Referrals will be made if the Centre considers that the teacher involved could be accused of "unacceptable professional conduct", "conduct which would bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Essentially these are cases where a dismissal is not sufficient to report to the DBS but should be noted by a professional body.

If the Centre ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left first, the Centre in consultation with the LADO will consider carefully whether to refer the case to the Secretary of State, as required in sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case and if they find a case to answer then they will decide whether to make a prohibition order in respect of the person.

Allegations which are found to be malicious will be removed immediately from an individual's record. Any which are unsubstantiated, unfounded or malicious will not be referred to in a reference.

## DESIGNATED PERSONNEL

The senior designated LEAD is Kate Towers.

## Role of the Designated Safeguarding Leader

At Tower Learning Centre we ensure that the Centre designates an appropriate senior member of staff to take lead responsibility for Child Protection. As part of their role, this person has the status and authority within the Centre to carry out the duties of the post including the committing of resources and, where appropriate, supporting and directing other staff.

In the case of a referral the lead DSL makes prompt contact with the LADO in relation to any allegations against someone working the Centre and/or with the police if a criminal offence is suspected. Contact will also be made with the LADO at the Blackpool Safeguarding Children's Board.

The DSL has full training in their safeguarding duties and, if at any time there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately.

## SAFER RECRUITMENT PROCEDURES

Tower Learning Centre follows the Government's recommendations for the safer recruitment and employment of staff who work with children. Detail information about the whole recruitment process and the measures put in place to ensure Safer Recruitment are all contained in the Recruitment Policy.

## Employing a New member of Staff

The definition of staff is: Any person working at the Centre whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer. The following are included as staff: teachers, peripatetic teachers and coaches, part-time staff, gap students, administrative staff, caretakers and other ancillary staff, staff appointed from overseas, pupils paid to work at the Centre.

Several categories of people fall outside the main regulations concerning appointment but the Centre pays regard to KCSIE and will carry out the appropriate checks for this category of people. The main groups are as follows:

## Staff involved in non-regulated activities

- staff who come on site on an infrequent basis and therefore do not meet the definition of regulated activity, for example, occasional sports coaches etc. The Centre will ensure these people are supervised by suitably checked Centre staff and a fully documented risk assessment will be in place before such an individual works alongside pupils of the Centre.
- For such individuals the Centre may decide to undertake checks to be assured of the person's suitability and the Centre will always carry out identity checks on arrival.

## Looked after children

Definition of 'Looked after Children' (LAC): Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s). Principles The term 'looked after child' denotes a child's current legal status; this

term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms.

## Procedures

The designated person for looked after children at Tower Learning Centre is the Designated Safeguarding Person. The DSP ensures the class teacher has the information, support and training necessary to meet the looked after child's needs. The designated person and the teacher liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and name of the virtual Centre Head in the authority that looks after the child.

## Bullying

Bullying, including cyber-bullying, harassment, victimisation or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the Centre. Any kind of bullying is unacceptable.

E- Safety Protocol regarding the use of mobile phones, iPads, iPod's and cameras is contained within the ESafety Policy. We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras on Centre premises.

## Complaints

Copies of the Centre's complaints procedure can be found on the Centre website.

## Prevent Duty

Radicalisation and 'The Prevent Duty'

The centre has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The centre is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We have adopted the Government's definitions for the purposes of compliance with The Prevent Duty:

## Extremism:

"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

## Radicalisation:

"the process by which a person comes to support terrorism and forms of extremism leading to terrorism". As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Centre staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

## Channel Duty Guidance:

Protecting vulnerable people from being drawn into terrorism (2015) notes the following: "36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause
- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include
- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the Centre's wider safeguarding duties, and is similar in nature to protecting children from other harms (eg drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

## APPENDIX 1 – A One Page Guide to Child Protection

### A BRIEF GUIDE TO CHILD PROTECTION

#### WHAT HAPPENS IF:

##### YOU SUSPECT A CHILD IS BEING ABUSED OR NEGLECTED:

- INFORM YOUR DESIGNATED MEMBER OF STAFF
- RECORD AND DATE ANY FACTS
- A CHILD DISCLOSES TO YOU ABUSE BY SOMEONE ELSE
- ALLOW THE CHILD TO SPEAK WITHOUT INTERRUPTIONS
- DO NOT INVESTIGATE
- PASS NO JUDGEMENT BUT ALLEVIATE ANY FEELINGS OF GUILT AND ISOLATION
- ADVISE THAT YOU WILL OFFER SUPPORT, BUT THAT YOU MUST PASS ON THE INFORMATION
- INFORM YOUR DESIGNATED MEMBER OF STAFF
- RECORD ANY DATES AND FACTS

##### YOU RECEIVE AN ALLEGATION ABOUT A MEMBER OF STAFF:

- IMMEDIATELY INFORM YOUR DESIGNATED MEMBER OF STAFF AND HEADTEACHER
- RECORD ANY DATES AND FACTS
- TRY TO ENSURE NO ONE IS PLACED IN A POSITION WHICH COULD CAUSE FURTHER COMPROMISE

#### YOU MUST REFER:

##### YOU MUST NOT INVESTIGATE

DESIGNATED MEMBERS OF STAFF: The senior designated LEAD teacher is Kate Towers

IF YOU FEEL YOU NEED TO RING CHILDREN'S SERVICES DIRECTLY THE NUMBERS BELOW ARE HERE TO HELP YOU.

LADO, PO Box 4.

Blackpool.

FY1 4BA

Tel: 01253 477541

Email: [lado@blackpool.gov.uk](mailto:lado@blackpool.gov.uk)



## APPENDIX 2 - Safeguarding - Child Protection Process

