Child Protection & Safeguarding Policy for Education Candidates

New Directions Education Ltd.
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SECTION A – General Policy

1. Introduction
This policy is in place to confirm that New Directions Education Ltd is fully aware and compliant with the legislative requirements placed upon it by the Children’s Act 2004 and the Education Act 2002, the obligations under the ‘All Wales Child Protection Procedures’ (2008) and the guidance stated in ‘Working Together to Safeguard Children’ (2013). This has been further updated with guidance documents Welsh Government: Safeguarding Children In Education: Handling Allegations of Abuse Against Teachers and Staff (April 2014), Welsh Government: Keeping Learners Safe (January 2015) and DFE: Keeping Children Safe in Education (July 2015).

2. Policy Statement
New Directions Education Ltd understands, takes seriously and fulfils its safeguarding responsibilities to safeguard and promote the welfare of children. Safeguarding is taken to mean “all agencies working with children, young people and their families, take all reasonable measures to ensure that the risk of harm to children’s welfare is minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”.

We recognise that all teaching staff, cover supervisors, learning support staff plus all New Directions Education staff, have a full and active part to play in protecting children from harm and that the child’s welfare is our paramount concern. The term ‘staff’ covers all adult staff working with children.

This policy is to be reviewed on an annual basis. Next review date: October 2016.

3. Policy Aims
To help schools provide an environment in which children feel safe, secure, valued and respected, to feel confident and know how to approach adults if they are in difficulties.

To raise awareness of all New Directions staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a structured procedure within the company, which will be followed by all members of staff in cases of suspected abuse.

To ensure that all adults we place in schools have been fully checked as to their suitability using our approved Compliance and Vetting Procedures.

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4. Designated Child Safeguarding Officer (DCSO)
A designated person for child protection and safeguarding will be appointed within New Directions Education Ltd. The Designated Child Safeguarding Officer (DCSO) will undertake to attend all appropriate training for the role as recommended by the Senior Management Team. The DCSO will update their training with approved training every two years.

If you have any concerns about the DCSO please refer to New Directions’ HR department based at the Cardiff office, contact number 029 2039 0150.

The New Directions DCSO

Name: Bob Meier  
Telephone: 029 2039 0133  
E-Mail: bob.meier@new-directions.co.uk

Relevant Experience:  Bob is a retired Secondary Headteacher with over 40 years’ experience in the education sector. He was also the Designated Child Safeguarding Officer for Llanharry County Youth Centre, where he was the Senior Youth Worker.

The Role of the DCSO

- To act as a focal point for any staff concerns and liaise with other agencies and professionals on any child protection and safeguarding issues which may arise.
- To ensure that all staff are aware of the company’s Child Protection & Safeguarding policy and procedures, and know how to recognise and refer any concerns.
- To keep up to date with knowledge to enable them to fulfil their role, including attending relevant training at least every two years.
- To ensure that all New Directions Education staff receive basic child safeguarding training on joining the company, and are updated at least every 3 years.
- To ensure that either they, or another appropriately trained and informed senior member of staff, attend strategy meetings or other planned meetings called as and when required.
- To make referrals to the safeguarding service if there are concerns regarding a teacher or support member of staff.
- To ensure that detailed and accurate written records are kept.
- To ensure that all such records are kept confidentially and securely.
- To conduct comprehensive risk assessments when a relevant referral is made, to ascertain an individual’s suitability to be placed with our Clients.
5. Scope of Policy
All staff should be aware that allegations made against teachers or support staff may lead to criminal investigations. A police officer is normally present at strategy meetings; hence information received could be called as evidence in court.

As a general rule the following allegations would suggest a person is unsuitable to work with children:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates that he/she is unsuitable to work with children
- Behaved in a way in his/her personal life which could put children at risk or harm
- Persistently failed to understand how their behaviour adversely affected children
- Failed to understand or comply with the need for clear, personal and professional boundaries in the work place

In most cases, the initial behaviour will be reported by the school who would be expected to take the appropriate course of action, which in the more serious cases will be dealt with under the 'All Wales Child Protection Procedures' (Wales)/Working Together to Safeguard Children/Safeguarding Children and Safer Recruitment in Education (England).

Very often this results in a strategy meeting where the employer will be in attendance. The strategy meeting will make recommendations, which in more serious cases could be a referral to the Disclosure and Barring Service (DBS), EWC (Wales), DFE (England).

In such cases the employee will normally be suspended until the completion of the investigation and/or ordered not to work with children until its completion.

If a child protection concern has been raised about a direct employee of New Directions Education outside of work, it is the employee’s duty to inform their employer. This concern may lead to further enquiries about their work and any contact they may have with children outside of their working life.

Safeguarding is everyone’s responsibility and all agencies have a duty to safeguard children and to protect them from harm.
All staff working with children should:

- Treat their welfare with the utmost importance
- Be alert to potential indicators of abuse and neglect
• Be alert to the risks which individual abusers, or potential abusers, may pose to children
• Be aware of the effects of abuse and neglect on children
• Contribute as necessary to all stages of the safeguarding process
• Respond positively in every case

The name of any member of staff not suitable to work with children will be notified to the EWC/DFE, supported by our HR team in accordance with our current policies, and withdrawn from contact with children with immediate effect.

6. Procedures
All new staff will be made aware, in writing, of the company’s policy and procedures for child protection, the name and contact details of the DCSO, and have these explained as part of the induction to the company.

The DCSO will assist in any training required.

Our Selection and Recruitment policy and procedures should include all checks on staff (including Enhanced Disclosure and Barring Service (DBS) checks) as recommended, and in accordance with, current legislation.

7. Confidentiality
We recognise that all matters relating to child protection are confidential. The DCSO will disclose personal information about any safeguarding issues on a need to know basis only. All staff will be made aware of their obligations to ensure matters are dealt with appropriately and confidentiality is not breached.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise or guarantee confidentiality.

All records will be kept in a password protected file with access only available to designated personnel.
SECTION B - Statutory Definitions of Abuse

1. What is Abuse?
Child abuse is a term that describes all the ways in which a child’s health and development are damaged by the actions or inactions or others.

2. Physical Abuse
Physical abuse 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.

3. Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children 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 the child or 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 cyber-bullying) 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, though it may occur alone.

4. Sexual Abuse
Sexual abuse involves forcing or enticing a child 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 penetrative acts as rape or oral sex, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-contact activities such as involving children in the looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming children 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.
5. Neglect
Neglect is 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
- Ensure access to appropriate medical care or treatment

SECTION C - Procedures for Supply Teachers and Support Staff Working in Education

1. General
The DCSO will be made known to all staff, particularly new and/or temporary staff.

All candidates/temporary workers will be made aware, in writing, of the company’s policy and procedures for child protection and safeguarding, the name and contact details of the Designated Person and have these explained as part of the registration with the company. All candidates / temporary workers will be expected to confirm that they have read and understood the Company Child Protection & Safeguarding Policy.

All procedures will be reviewed on an annual basis, and updated as necessary.

Our selection and recruitment policy include all checks on staff and candidates, including DBS and List 99 checks as recommended, and in accordance with, current legislation

Any candidate considered not suitable to work with children will be notified to the Employment Workforce Council for Wales (in Wales) and/or the Teaching Agency (in England).
2. Procedures for Supply Teachers and Support Staff Working in Schools
These procedures should be read alongside New Directions Education Ltd overarching Child Safeguarding Policies/Procedures.

All staff working for New Directions Education will be made aware in writing of the company’s policies and procedures for Child Safeguarding and where appropriate have these explained as part of their registration with the Company.

All staff working in schools should be told where the Child Safeguarding policy is kept, and given the name of the school’s designated Child Safeguarding Officer (usually a senior member of staff).

When an instance occurs in a school, school based staff should refer to the school’s own Child Safeguarding Policy and refer to their Designated Safeguarding Officer. However, if in doubt, contact your individual Account Manager who will inform New Directions Education’s DCSO.

3. Confidentiality & Information Sharing
All matters relating to Child Protection/Safeguarding are confidential. Disclosure will only happen on a need to know basis. However, all staff must:

- Be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Be aware that they cannot promise a child they will keep secrets.

4. Record Keeping
Any member of staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse, will make notes as soon as possible writing down exactly what was said, using the child’s own words as far as possible. All notes should be timed, dated and signed with name printed alongside the signature; this should then be passed to the Designated Officer within the school. Concerns should be recorded using the school’s safeguarding system.

5. Supporting Staff
We recognise that staff who have become involved with a child who has suffered harm, or is likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with our DCSO and to seek further support as appropriate.

6. Physical Intervention
A school’s policy on positive handling/restraint is usually set out in a separate policy. Most state that staff should only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property. Any physical intervention that
causes injury or distress to a child may be considered under the safeguarding or disciplinary procedures.

7. E-Safety
You are under a duty to comply with the standards of behaviour required by the Company, and to behave in a responsible manner at all times. This would include the misuse of electronic/digital devices and social networks such as Facebook, Twitter etc.

Please note the following:

- Be aware of the school’s policy regarding the use of the internet/social media
- Do not take into school any electronic/digital device containing inappropriate material.
- Do not attempt to take photographs of pupils or staff.
- Do not give out your own phone number or e-mail address to pupils, and do not seek their contact details.
- Be aware of the dangers of chat rooms, on line games and social networking sites like Facebook, Twitter, Instagram and other technology which may be used to gain access to children.
- Be aware of the possibilities of cyber bullying which involves the use of the internet and mobile phones to threaten or frighten children. Cyber bullying is becoming increasingly common and includes:
  - Sending threatening or abusive text messages
  - Homophobia, racism or sexism
  - Making silent, hoax or abusive calls
  - Creating and sharing embarrassing images or videos
  - Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games.
  - Setting up hate sites or groups about a particular child
  - Sending explicit messages, also known as sexting
  - Pressuring children into sending sexual images or engaging in sexual conversations.

8. Allegations Against Supply/Support Staff
All school based staff should take care not to place themselves in a susceptible position with a child. However, where an allegation against a member of staff is made, referral will normally be made to the Head Teacher who then may decide to discuss the allegation with New Directions
Education and/or the Local Authority Designated Officer (LADO). Normal safeguarding procedures will then follow. In all serious cases the member of staff will be suspended from work in order for further investigation to take place.

9. Dealing with Disclosures

If a child discloses directly to you, you should follow the correct procedures:

9.1 Receive

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if met with revulsion or disbelief.

- Accept what the child says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?”

9.2 Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It’s essential to be honest with the child, so don’t make promises you may not be able to keep, like “I’ll stay with you” or “everything will be alright now”.

- Don’t promise confidentiality: you have a duty to refer a child who is at risk.

- Try to alleviate any feelings of guilt that a child displays. For example, you could say: “you’re not to blame” or “you’re not alone, you’re not the only one this sort of thing has happened to.”

- Acknowledge how hard it must have been for the child to tell you what happened.

- Empathise with the child – don’t tell them what they should be feeling.

9.3 React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter; but do not interrogate them for full details.

- Do not ask leading questions such as: “what did he do next?” (this assumes that he did!) or “did he touch your private parts?” such questions may invalidate your evidence (and the child’s) in any later prosecution in court. Instead ask open questions like “Anything else to tell me?” “Yes?” or “And..?”

- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
• Do not ask the pupil to repeat everything to another member of staff.

• Explain what you have to do next and to whom you have to talk.

• Inform the Designated Person for child protection.

• Ensure that if a Social Services interview is to follow, the pupil has a support person present if they wish (possibly yourself).

9.4 Record

• Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.

• Do not destroy your original notes in case they are required by a court.

• Record the date, time, place, any noticeable non-verbal behaviour and words used by the child. If the child uses their family’s own private sexual words, record the actual words used, rather than translating them in to proper words.

• Draw a diagram to indicate the position of any bruising.

• Be objective in your recording: include statements and observable things rather than your interpretations or assumptions.

9.5 Support

• Make sure that you continue to support the child, providing time and a safe space through the process of investigation and afterwards.

• Get some support for yourself, without disclosing confidential information about the child to colleagues.

10. Signs and Symptoms of Abuse

10.1 Possible signs of physical abuse

• Unexplained injuries or burns, particularly if they are recurrent
• Refusal to discuss injuries
• Improbable/inconsistent explanations for injuries
• Untreated injuries or lingering illness not attended to
• Admission of punishment which appears excessive
• Shrinking from physical contact

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• Fear of returning home or of parents being contacted
• Fear of undressing
• Fear of medical help
• Aggression/bullying
• Over compliant behaviour or a ‘watchful attitude’
• Running away
• Significant changes in behaviour without explanation
• Deterioration in work
• Unexplained pattern of absences which may serve to hide bruises or other physical injuries

10.2 Possible signs of emotional abuse

• Continual self-deprecation
• Fear of new situations
• Inappropriate emotional responses to painful situations
• Self-harm or mutilation
• Compulsive stealing/scrounging
• Drug/solvent abuse
• ‘Neurotic’ behaviour – obsessive rocking, thumb-sucking and so on
• Air of detachment – ‘don’t care’ attitude
• Social isolation – does not join in and has few friends
• Desperate attention-seeking behaviour
• Eating problems, including overeating and lack of appetite
• Depression, withdrawal

10.3 Possible signs of neglect

• Constant hunger
• Inappropriate clothing
• Untreated medical conditions
• Compulsive stealing or scrounging
• Frequent lateness or non-attendance at school
• Poor personal hygiene
• Low self-esteem
• Poor social relationships
• Constant tiredness

10.4 Possible signs of sexual abuse

• Bruises, scratches, burns or bite marks on the body
• Scratches, abrasions or persistent infections in the anal or genital regions
• Pregnancy (particularly in the case of young adolescents who are evasive concerning the identity of the father)
• Sexual awareness inappropriate to the child’s age – shown for example in drawings, vocabulary, games and so on
• Attempts to teach other children about sexual activity
• Refusing to stay with certain people or go to certain places
• Aggressiveness, anger, anxiety, tearfulness
• Withdrawal from friends

10.5 Possible signs in older children

• Promiscuity, prostitution, provocative sexual behaviour
• Self-injury, self-destructive behaviour, suicide attempts
• Eating disorders
• Tiredness, lethargy, listlessness
• Over-compliant behaviour
• Sleep disturbances
• Unexplained gifts of money
• Depression
• Changes in behaviour