

# Great Oaks College Safeguarding Policy

Person Responsible: Nickyie Thomas

Date of Policy: November 2020

Next Review Date: November 2021

## Aims of this policy

To raise the awareness of all Great Oaks college staff and Board members to the issues relating to the safeguarding of young people and their duties relating to the protection and safeguarding of adults.

To provide a format for systematic monitoring of student well-being.

To protect staff against allegations of abuse and to safeguard the College environment.

To support the young people's development through the delivery of a curriculum which fosters security, confidence and independence.

## Legislation which relates to the Safeguarding of adults which must be taken into consideration and read in conjunction with this policy

The Care Act 2014

The Mental Capacity Act 2005

The Human Rights Act 1998

Deprivation of Liberty Safeguards 2009

Disclosure and Barring Service

Office documents Channel Duty Guidance (2015)

PREVENT Duty Guidance (2015)

Keeping Children Safe in Education (Guidance) Sept 2020

## Definition of Safeguarding Adults

The Care Act 2014 states

*'Safeguarding means protecting an adult's right to live in safety and free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and the experience of abuse and neglect, while at the same time making sure that the adults wellbeing is promoted including where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action'*

The Care Act 2014 places procedures for safeguarding adults on a statutory footing and defines what an adult at risk is. It emphasises the need for multi-agency working with a focus on outcomes for the adult at risk. The Act also highlights the importance of everyone's responsibility to protect adults at risk of abuse.

## The role of the College in the safeguarding of students

Everyone who comes into contact with young people and families has a role to play in safeguarding. College staff have a particularly important role to play because they

have daily contact with young people and know them very well. All college staff have a responsibility to ensure student safety and identify those who may be in need of support or are likely to suffer harm. All staff and Board members should be aware of the college safeguarding system. It is the responsibility of the Board members to update and monitor policy on an annual basis, and to receive termly safeguarding reports from Nickyie Thomas who is the Designated Safeguarding Lead.

### **Great Oaks College Curriculum**

Safeguarding is central to the well-being of the individual and is therefore seen to be an intrinsic part of all aspects of the curriculum. Because of our students individual and limited understanding an individual approach is used. We aim;

- To provide time, space and opportunities for students to explore issues of concern.
- To equip students with the appropriate tools to make choices, judgements and decisions.
- To promote a positive self-image.
- To teach students to recognise their own feelings and emotions and to express these in an appropriate manner.
- To teach students to respect everyone including each other's gender, disability, cultural background, religion and sexual orientation and to foster tolerance and understanding of individual differences.
- To teach safe practice using the internet, social media and personal communication aids including mobile telephones.
- To recognise potential risks and take action to avoid these, seek help and report difficulties.
- To make Safeguarding personal (MSP) encouraging choices and self determination

### **Recruitment**

Great Oaks College is committed to Safe Recruitment processes. This policy should be read with the Great Oaks Recruitment Policy in which Safe Recruitment processes are laid out.

### **Temporary staff, volunteers and work experience students**

Temporary staff booked through agencies are vetted by the agencies concerned and documentation (DBS) sought before staff work in college.

All volunteers and work experience students over the age of 17 must produce DBS certificates before starting placements in school.

## **Induction and training**

Everyone working at Great Oaks College receives an appropriate induction before starting work which includes information about Adult safeguarding procedures in college.

All permanent staff are provided with a copy of the staff handbook which includes a copy of the college safeguarding policy. A copy of the staff handbook is available in all classrooms and is updated annually.

## **Training**

All permanent staff are provided with a yearly adult safeguarding update. Staff are trained to be aware of possible signs of abuse and neglect.

There are regular twilight sessions during the cycle to ensure that staff knowledge is up to date.

Additional training can be accessed where necessary.

The Head Teacher, Head of College and Assistant Head undertake regular statutory training in Safeguarding adults.

## **Designated person for Safeguarding**

At Great Oaks College the Designated Lead (DSL) is the Head of College Nickyie Thomas. In her absence the Head Teacher Anne Clinton takes the role.

On rare occasions that both the Head of College and Head Teacher are absent then the Assistant Head of Great Oaks College (Rich Murr) is fully trained to take on the role. All staff are made aware of the College system and this is a regular item on the agenda for staff meetings.

## **The Designated Safeguarding Lead will:**

- Ensure all staff are made aware of the policy and any related documents
- Ensure that staff are supported when reporting concerns
- All appropriate staff are fully trained and updated.
- Ensure staff know how to identify and respond to risks to young adults from extreme or radical views.
- Generate safeguarding reports as required for the board.
- To support staff in the balance between managing risk and maintaining proportionality in their response to the young adult

## **Safeguarding Procedures**

All staff are constantly vigilant to the well-being of students.

Student well-being and behaviour is discussed at weekly team meetings and department meetings.

On-going concerns regarding students may be shared at student update meetings where this is appropriate.

Students Causing Concern meetings are held every half term in which attendance is discussed, along with any safeguarding concerns or issues a family may have raised with the Family Support Worker. These meetings are attended by the Head Teacher, Head of College, Family Support Worker and the Assistant Head for each Pathway.

The college has a separate radicalisation and extremism policy which addresses the PREVENT agenda as well as how staff can raise concerns about any radical or extremist views or incidents.

The college will liaise closely with social care in managing student well-being. Where possible college staff will attend social care meetings.

All college curriculum activities will be appropriately risk assessed with both safety and Safeguarding taken into due consideration.

Medical care plans will be kept fully up to date and staff informed of any changes.

All vulnerable students will be subject to a Risk assessment in order to ensure that their needs are met.

All concerns should be reported immediately to Head Teacher, or AHT of Great Oaks College in person and using the college incident recording system. This should be done immediately if possible and definitely on the same day a concern is noted.

Any suspicion of abuse should be made immediately in person to the Head of College who is the DSL.

On receipt of a concern over a student's well-being the Head of College/ DSL will assess whether further action is needed.

If abuse is suspected a referral is made to the adult safeguarding team.

All records of Adult safeguarding concerns are stored in confidential files in the Head of College's/DSL's office, in a secure locked cabinet.

Great Oaks College has an attendance policy which lays out our procedures regarding student absence. Where a student is absent for two days or more and no message has been received regarding the absence the parents/Carers are contacted. If we are unable to contact a parent, Carer or an emergency contact able to provide details of the student's absence an appropriate referral will be made to Social Care.

### **Deprivation of Liberty**

Supervision of our young people and vulnerable adults is necessary and failure to do so would be in breach of our staff 'duty of care'. It therefore follows that deprivation

of liberty must be reasonable, proportionate, and necessary in order to safeguard these young people.

Safeguarding our vulnerable young people is paramount and at Great Oaks College we have electronic doors which open using an electronic swipe fob. Different areas within the school and college are accessible only by using the fob system. Both the front doors and the gates to the car park also are protected in this way.

To ensure that liberty is safeguarded Great Oaks College will plan ahead whenever there are arrangements in place which might foreseeably result in a deprivation of liberty *such as use of a safe space or restricting access to certain areas when student behaviour is causing immediate risk*. Those arrangements will be set out in detail in Education Healthcare plans (EHCPs) and reviewed annually.



### Appendices/ Categories of Abuse

- A1 Procedures if a young person makes a disclosure
- A2 Physical Abuse.
- A3 Neglect.
- A4 Sexual Abuse.
- A5 Emotional Abuse.
- A6 Common sites of non-accidental injury.
- A7 Further information on Female Genital Mutilation
- A9 Prevent Duty (Please see separate policy on Extremism and Radicalisation)
- A10 Financial Abuse
- A11 Organisational abuse
- A12 Discriminatory abuse

## Appendix A1 Procedures for all staff if a young person discloses to you.

<b><u>LISTEN</u></b>	repeat the young person's words only - don't elaborate.
<b><u>STOP</u></b>	don't ask questions or put thoughts into their heads.
<b><u>REASSURE</u></b>	say "it is not your fault"
<b><u>AFFIRM</u></b>	say "you are right to tell me".
<b><u>REPORT</u></b>	to the Deputy Head Teacher directly, write everything down quickly and precisely. Sign and date the report

## Appendix 2 Physical Abuse - Definition

Any actual or likely physical injury to a young person or failure to prevent physical injury (or suffering) to a person including deliberate poisoning, suffocations and Munchausen's Syndrome by Proxy, where there is a definite knowledge or a reasonable suspicion that the injury has or may be inflicted by another person.

### Typical signs of physical abuse:

- Slap marks
- Bite marks
- Fractures
- Burns
- Cut Lips
- Bruises

### Typical behaviours associated with physical abuse:

- Wary of physical contact
- Do not expect/want to be comforted
- Seem less afraid than other children
- Seek information about what is going to happen to them
- Kept away from school

### Common sites of accidental injury:

- Crown of head
- Forehead
- Nose
- Elbows
- Hips
- Hands
- Knees
- Shins

### What to look out for:

- Eyes - the eye is well protected against accidental injury by its bony socket. Look out for bloodshot eyes.

- Slapping, smacking, gripping - finger marks, earache, swelling, reddening.
- Throttling or strangling - finger marks, thin red line.
- Raised wheals - buckle marks.
- Human bites - elliptical bruise, teeth marks. Bites are never accidental!
- Burns - Not common for multiple burns to be caused accidentally.
- Cigarette burns - often found in groups. Seldom heals without medication.
- Scald - on hands and feet, particularly if clear demarcation line.

### **Appendix 3 Neglect - Definition**

The persistent or severe neglect of a young person's health or development or the failure to protect a young person from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the young person's health or development including non-organic failure to thrive.

#### **Neglect - what to look for:**

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Dirty teeth and halitosis
- Underweight
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality - frequent infestations
- Frequent bouts of gastro-enteritis
- Prominent joints
- Hands red and swollen
- Protuberant abdomen

#### **Typical behaviours associated with neglect:**

- Preoccupied with food - stealing.
- Gains weight when away from home
- Overly tired
- Unable to concentrate on schoolwork
- Poor language skills
- Poor motor development
- Often absent

### **Appendix 4 Sexual Abuse - Definition**

Actual or likely sexual exploitation of a young person by involvement in sexual activities they do not truly comprehend, to which they are unable to give informed consent, which violate the social taboos or family roles, or which are against the law. This includes being made to take part in 'non-contact' activities such as being made to watch pornography.

### **Sexual Abuse - what to look for:**

- Detailed sexual knowledge inappropriate to the ability of the young person
- Promiscuity
- Excessively affectionate or sexual
- UTI and/or STD
- Awkwardness in walking or sitting down
- Constipation or soiling

### **Appendix 5 Emotional Abuse - Definition**

Actual or likely severe adverse effect on the emotional and behavioural development of a young person caused by persistent or severe emotional ill-treatment or rejection. All abuse involved some emotional ill-treatment.

This category should be used where it is the main or sole form of abuse.

### **Emotional abuse - what to look for:**

One of the most difficult types of abuse to recognise

- Behavioural signs rather than physical
- Withdrawn - sucking, biting, rocking
- Introverted
- Depressed
- Anti-social, destructive

### **Appendix 6 Common sites of non-accidental injury:**

- Eyes - two black eyes always a concern
- Cheeks
- Ears
- Mouth
- Stomach
- Buttocks
- Inner Arms
- Remember - most non-accidental injuries leave marks on the body.
- Professionals who regularly see children partially dressed, such as PE teachers, swimming instructors, school nurses etc. are key people in recognising this form of abuse.

### **Appendix 7 Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a young woman being at risk of FGM, or already having suffered FGM.

#### **Actions**



If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and adult social care.

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the college's designated safeguarding lead and involve social care as appropriate.

## **Appendix 8 - Sexual Exploitation (SE)**

Sexual exploitation (SE) is a crime which is rising in the UK. It includes human trafficking, which is described as a form of 'modern day slavery'

Definition of trafficking is the 'recruitment, transportation, harbouring or receipt of a young person for the purpose of exploitation'

Whilst there are no current figures on disabled young people and the likelihood of this type of abuse, staff should be aware of these practices and respond as in all cases of suspected abuse.

Exploitation is described as: Sexual (including prostitution) forced labour, domestic servitude, criminal activities, benefit fraud, organ harvesting and illegal adoption.

### **There are 3 models**

- Inappropriate relationships (Grooming)
- Boyfriend model
- Organised sexual exploitation (Party Model)

### **Risk Indicators**

- Missing from home
- Gifts
- Older boyfriend
- Introduction to drugs/ alcohol
- Taken on trips
- Behaviour changes/ mood swings/ self-harm
- Sending/ receiving inappropriate images

## **Appendix 9 - Prevent Duty - Please see policy on extremism and radicalisation**

### **Appendix 10 Financial Abuse**

This is when a young person is prevented from access to their own money or a misuse of the benefits that they are entitled to.

### **Appendix 11 Organisational abuse**

This is when there is repeated poor practice throughout an organisation which is based on the needs of the managers or staff as opposed to the needs of the individual service user(s)

### **Appendix 12 Discrimination**

This is when for example young people are not provided with culturally appropriate meals, are given inappropriate nick names or are denied access to sex education.

**This policy should be read in conjunction with all policies at Great Oaks College, with particular reference to the following policies**

Attendance

Behaviour, Discipline and Restraint

E Safety policy and Acceptable use agreement

Equal opportunities

Radicalisation and Extremism

Personal, Social, Health Education and Citizenship

Complaints