



Harrow House & Oldfeld Safeguarding Policy



Date Produced: 10.07.14

Updated : 12.02.15, 17.09.15, 08.12.15, 02.09.16

Review Date: September 2017

Parties Responsible: Directors and Management team.

Linked Policies: Keeping Children Safe in Education (September 2016), Anti-bullying policy, Health and Safety policy; Student Behaviour, Student Attendance, Dealing with abusive behaviour, Allegations against staff, RMFHC, Code of Behaviour, E-safety, Whistle-blowing Policy, DBS, Recruitment of ex-offenders, Recruitment, Prevent

Rationale

The directors and staff and of Harrow House are wholly committed to ensuring that all students gain maximum benefit from their experience here, and that each individual's needs are understood and catered for, by establishing effective relationships and communication between each student and the members of the Harrow House staff.

For the purposes of this policy, "staff" refers to any member of staff, whether permanent or part-time, teaching or non-teaching, paid or unpaid, visiting or invited into the College in any capacity where they will be in contact with students. Homestay hosts and group leaders also fall into this category. For the purposes of this policy, "student" refers to any student under the age of 18 regardless of whether they are booked on an Adult or Junior course.

The health, safety and well-being of all our students are of paramount importance to all the staff who work at Harrow House and safeguarding is understood to be everyone's responsibility. Our students have the right to protection, regardless of age, gender, sexual orientation, religion, belief, first language, race, culture, health or disability. They have a right to be safe in our College. In addition, we have a statutory duty to safeguard students and Harrow House will ensure that it meets its legal and statutory obligations. Students should both feel and be safe in College, and our policies need to be carefully designed and systematically monitored to reflect this.

At Harrow House we are dedicated to providing our students with the highest standards of learning and personal development in a fun and culturally diverse environment. At Harrow House we promote an ethos of mutual respect with our students. The atmosphere within our College is one that encourages all students to do their best and to encourage each other to do the same.

In all our Junior Programmes it is an obligation for the staff to deliver 2 "manners lessons" per week which cover aspects of personal, social and health education, and are integrated into the curriculum, which helps to develop appropriate attitudes in our students and makes them aware of the impact of their decisions and behaviour on others. We encourage integration and the development of positive cultural understanding and acceptance in all aspects of their stay, including the accommodation, teaching, activities and social programme.

Aims and Objectives

This policy is based on a template provided by the Dorset Safeguarding and Standards Team; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures (on the Dorset Safeguarding Children Board website) and national statutory guidance published in March 2015: 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education' updated September 2016.

Working Together to Safeguard Children' 2015, HM Government statutory guidance, defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's 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 life chances.

In addition, this policy ensures that all staff in our College are clear about the procedures in place and actions necessary to safeguard students and are able to deal appropriately with a safeguarding / child protection issue.

Its aims are:

1. to ensure child protection and student safety is a high priority within the College
2. to raise the awareness of all staff and identify responsibility in reporting concerns about students' social, emotional, physical or academic well-being (see anti bullying policy, student behaviour policy and health and safety policy)
3. to ensure effective communication between all staff when dealing with potential safeguarding / child protection issues, and that confidentiality, respect and trust is maintained at all levels
4. to clarify the correct procedures for those who encounter an issue of safeguarding / child protection, and that training for all staff is up-to-date
5. to ensure that we meet our statutory obligations to safeguard our students

Roles and Responsibilities

The Directors will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (September 2016) to safeguard and promote the welfare of students in this College.

The Board of Directors is accountable for ensuring that the College meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

It is a Dorset Safeguarding Standard (recommended by the Dorset Safeguarding Children Board) that Directors receive an annual report from the Designated Safeguarding Lead and Nominated Director in order to help monitor compliance with statutory responsibilities.

The Dorset Standards also include that each school and college completes and submits to the Safeguarding Children Board an annual audit of its safeguarding and child protection arrangements, including an action plan. The last audit was submitted in December 2015.

All adults in the College have a duty to safeguard and promote the welfare of students by taking appropriate action. This includes taking action where there are child protection concerns.

Directors are accountable for ensuring their College has an effective Safeguarding Policy which should be reviewed annually and available publicly. The Dorset Safeguarding Children Board (DSCB) recommends that each governing body should nominate an individual member to work closely with the Designated Safeguarding Lead and to provide a link between the school and the governing body to monitor whether mandatory policies, procedures and training are in place and are effective.

The Designated Safeguarding Lead (DSL) (Mrs Sharon Patterson) and deputy DSL (Miss Nicola Honess) as well as other key members of staff will be required to undertake accredited training every two years. All staff regardless of their role will undertake basic training when appointed and subsequently online or in-house within a 12 month period. In addition, updates will be provided at least annually to bring all staff members up to date with the latest information and guidance. The Designated Director for Safeguarding is Mrs Sabine Booth.

Any concerns about the health, safety or well-being of a student either in or out of College, must be reported immediately to the DSLs Mrs Sharon Patterson telephone number 07518 569 910 or Miss Nicola Honess 07518 520 701. These concerns may be first- or second-hand. A decision will then be made as to the most appropriate course of action.

Abuse can be of a sexual, emotional, physical or discriminatory nature. It can also be the result of neglect or linked to culture, faith and belief. Staff must follow the guidelines issued to all staff, especially if a student makes a disclosure of abuse. Even if no disclosure has been made, staff should be aware of the signs and symptoms below and refer any concerns to the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care.

Forms of Abuse

Recognising child abuse – signs and symptoms

Keeping Children Safe in Education (September 2016) is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

Recognising child abuse is not always easy, and it is not the responsibility of College staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. All staff, however, have a clear responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that safeguarding issues are rarely standalone events that be covered by one definition or label. Some children are subjected to more than one form of abuse at any one time and in most cases, multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others (e.g. via the Internet). They may be abused by an adult or adults or by another child or children.

Examples of possible indicators of each of the kinds of abuse. The list below is not exhaustive.

Physical Abuse	
<p>Abusive Action Hitting. Slapping. Pushing. Kicking. Poisoning. Drowning. Suffocating. Burning / Scalding. Misuse of medication. Restraint. Inappropriate sanctions.</p>	<p>Signs & Symptoms Series of unexplained falls, major injuries or pain. Injuries/bruises at different stages of healing. Bruising in unusual sites e.g. inner arms, thighs, ears, hands. Abrasions. Teeth indentations. Injuries to head or face. Student very passive.</p>
Sexual Abuse	
<p>Abusive Action Including rape and sexual assault or sexual contact and acts to which the student has not consented, or could not consent, or was pressured into consenting. It may also include non contact activities involving children in looking at or the production of sexual images, watching sexual activities, encouraging sexual behaviour or grooming(including via the internet). Perpetrators can be both adults and children. Victims may be any age or gender.</p>	<p>Signs & Symptoms Change in behaviour. Overt sexual behaviour or language. Difficulty in walking, sitting or stomach pain. Pain/itching or injuries to genital and/or anal area. Fear and nightmares / bed wetting. Change in eating patterns.</p>
Neglect	
<p>Abusive Action Includes acts of omission. Ignoring physical or medical care needs. Failure to provide access to appropriate health, social care or educational services. Withholding necessities of life e.g. nutrition, heating, medications.</p>	<p>Signs & Symptoms Absence of food, heat, hygiene, clothing, comfort. Preventing student from having access to services. Isolation. Absence of prescribed medication. Complaining of being tired all the time.</p>
Emotional Abuse	
<p>Abusive Action Threats of harm or abandonment. Deprivation of contact. Humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. Age or developmentally inappropriate expectations or overprotection. Seeing or hearing the ill treatment of another. Bullying including cyberbullying.</p>	<p>Signs & Symptoms Failure to thrive, self harm, withdrawal, depression. Cowering and fearfulness. Change in/disturbed sleep patterns. Agitation, confusion, change in behaviour. Change in appetite/weight.</p>
Discriminatory	
<p>Abusive Action Racist, sexist, or that based on a student's disability. Other forms of harassment, slurs or similar treatment. Failure of the college to ensure that staff receive adequate anti-discrimination practice training.</p>	<p>Signs & Symptoms Low self esteem, withdrawal, depression, fear, anger.</p>

Linked to Culture, Faith or Belief	
<p>Abusive Action Female Genital Mutilation (FGM) Forced Marriage So-called 'honour based violence' Radicalisation and extremism</p>	<p>Signs and symptoms Change in behaviour, withdrawal, prolonged absence from school, planned long holidays, unreasonable restrictions and controls.</p> <p>Talk of a "special procedure or celebration". Vocal or active opposition to fundamental British values. Expression of extreme views, and lack of respect to others or tolerance to diversity. Obsessive and extended secretive use of the internet.</p>
Child Sexual Exploitation	
<p>Abusive Action Exploitative situations, contexts and relationships where young people receive something e.g. alcohol, affection, gifts, money as a result of performance of sexual acts. This can occur through technology e.g. by posting sexual images on the Internet / mobile phone. Grooming methods may lead students not to recognise they are being abused but consider they are acting voluntarily/"in a relationship".</p>	<p>Signs and Symptoms Change in behaviour, friendship groups, social activities. Sudden increase in wealth and possessions.</p>

Procedures

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

If staff receive a disclosure, they should not question students in any way, but will:

1. take what the student says seriously and react calmly ; do not interrupt
2. tell the student they are not to blame - young people are the victims of abuse, never the cause
3. explain what will happen next as early as possible; **do not** promise not to tell anyone, even if this means that the student refuses to disclose anymore
4. ensure they are clear about what has happened but keep questions to an absolute minimum; anything that could be construed as leading the student will invalidate their testimony in court
5. remember TED : tell / explain / describe
6. record the conversation as accurately as possible, as soon as possible after the event using the student's language
7. pass on the information immediately to the DSL either in person or via the designated 24 hour mobile numbers

A summary of this guidance is given to every member of staff as part of our yellow Code of Behaviour card. Safeguarding Packs containing everything you need are available in all staff areas.

Any action taken when dealing with an issue of child protection will be in line with the procedures outlined in documentation from Dorset Children's Services Board.

Allegations against staff

In cases of allegations of abuse made against a member of staff, the Designated Officer(s) from the Local Authority (hereafter LADO) and the police will be informed immediately. The Dorset Social Services LADO is Mr Patrick Crawford tel. 01305 22 11 22.

In the case of any allegations of abuse, the member of staff concerned may be suspended (without prejudice) subject to further investigation. Further information can be found in the Allegations against staff and the Whistle-blowing policies.

Other Allegations

In cases of allegations of abuse of a student by another member of the student body or a member of the local community, the Multi-Agency Safeguarding Hub (MASH) can be called on 01202 228866 or the referral and assessment team can be reached out of hours on 01202 657279.

In cases of suspected radicalisation and extremism, referrals will be made to Channel on 01202 222229 or to the local Prevent Lead Anthe Minhinnick 01202 223320. The police can be contacted by emailing the Safeguarding Referral Unit : sru@dorset.pnn.police.uk

Written records will be kept of any referrals and stored securely.

We will support the student throughout the process by ensuring that he/she is fully informed and has access to counselling or support.

If necessary, the DSL or another nominated staff member will take the role of “Appropriate Adult” for police or Social Care interviews. The College will co-operate fully with external agencies and share information as appropriate.

The College will attend any strategy meetings convened. In addition, we will endeavour to attend multi-agency meetings and keep regular contact with the local Social Services Officer and the Dorset Safeguarding Children Board to ensure they aim for best practice at all times.

Monitoring, Evaluation and Review

The effectiveness of the safeguarding policy can be measured both day to day and more strategically.

1. Ongoing monitoring/evaluation

Feedback from students, finding the degree to which they feel safe and happy

Feedback from language tour operators (formerly agents) and parents, finding the degree to which they feel their student/students are safe and happy

Feedback from staff in training sessions and appraisals as well as through questionnaires

Record of incidents reported to the DSL

2. Strategic monitoring/evaluation:

Formal review of cases reported to the DSL, and an evaluation of the effectiveness and efficiency of interventions through the Dorset Safeguarding Annual Audit.