

**PRISM Independent School and YOUTH Project**

**Safeguarding Policy**

**Foreword**

PRISM Independent School and Youth Project (PRISM) recognises that the Voluntary Sector has a part to play in safeguarding young people and promoting their welfare, as part of a multi-agency approach.

This document provides the guidelines which staff are expected to take into account when dealing with safeguarding issues.

All staff are expected to familiarise themselves with its contents, to complete the required training course and to take seriously their responsibilities in this area of work.

A copy of the document will be available to all employees and volunteers, along with the Department for Education guidance ‘Keeping Children Safe in Education’.

Tricia Stevens

Executive Head

PRISM Independent School and Youth Project

**Contents**

Introduction Page 3

Roles and Responsibilities Page 4

Background Information Page 8

Identifying Children and Young People who are suffering Page 9

Taking Action to enure young people are safe Page 12

Allegations against Staff/Volunteers Page 19

Confidentiality Page 22

Advice and Referral Page 23

Curriculum Page 24

Partnership Working Page 26

PREVENT Page 27

Related School Safeguarding Policies Page 29

Safer Recruitment and selection Page 31

School Training and Staff Induction Page 33

**Introduction**

This policy was written by and for PRISM with acknowledgement that they have included information and guidance from the following sources:

* *Working Together To Safeguard Children* HM Government 2015
* *Keeping Children Safe in Education* (KCSiE) DfE July 2015
* School’s duty under the Children Act 2004, to co-operate with other organisations and agencies.
* *What To Do If You Are Worried A Child is Being Abused* 2015
* Recommendations from national and local Serious Case Reviews
* Bradford Safeguarding Board
* North Yorkshire County Council

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly

important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.”

*Keeping Children Safe in Education* (KCSiE) DfE July 2015

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being

**The Designated Senior Person for Child Protection is**

Tricia Stevens – Executive Head

**The person/s who deputise in her absence are**

Katie Corfield – Senior Worker City Farm

Chrissie Marshall – Health Worker

PRISM is committed to Safeguarding and Promoting the Welfare of all of its pupils*.* Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

**Roles and Responsibilities**

**The Executive Head and Management Committee** **ensure that:**

* PRISM complies with the Local Authority’s arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
* there is a Management Committee representative to take leadership responsibility for the school’s safeguarding arrangements
* PRISM has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and made available publicly on the PRISM website
* all staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education*July 2015
* all staff undertake appropriate child protection training
* a senior member of PRISM’s leadership team is designated to take lead responsibility for child protection (Child Protection Liason Officer – CPLO). At least 1 deputy is also appointed.
* the CPLO has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
* a designated teacher is appointed to promote the educational achievement of children who are looked after and that this person has appropriate training
* PRISM has a staff behaviour policy named Expectations of Staff along a Practice and Values document which underpins all PRISM’s work. These documents are provided to all staff – including temporary staff and volunteers – on induction.
* PRISM has written recruitment and selection policies and procedures in place
* at least one person on any appointment panel has undertaken safer recruitment training
* PRISM operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children*,* taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised
* PRISM has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
* the chair of the Management Committee, is nominated to liaise with the LADO and/or partner agencies in the event of allegations of abuse being made against the Executive Head
* there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
* it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE)
* there are procedures in place to handle allegations that a child has harmed another child.
* PRISM has due regard in particular to the duty to prevent people from being drawn into terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education ref. KCSiE pgs 13-17.
* where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
* there is an annual review of policies and procedures
* without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

**The Executive Head ensures that*:***

* the policies and procedures adopted by the PRISM Independent School and Youth Project, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
* s/he liaises with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
* s/he receives appropriate child protection training which is regularly updated

**The Senior Member of Staff with Designated Responsibility for Child Protection (this person is referred to in DfE guidance as the Designated Safeguarding Lead but will continue to be known within PRISM as the Child Protection Liaison Officer (CPLO)) ensures that:**

* there is always cover for this role including arrangements for illness and annual leave. PRISM is open 50 weeks of the year and during the 2 weeks over Christmas the Executive Head is contactable by telephone on 07595 893420 or by e-mail [tricia.stevens@prismyouthproject.org](mailto:tricia.stevens@prismyouthproject.org)

**Managing referrals**

The CPLO will:

* act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
* refer all cases of suspected abuse to the local authority children’s social care
* Liaise with the Executive Head to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

**Training**

The CPLO should receive appropriate training carried out every two years in order

to:

* understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
* have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
* ensure that each member of staff and volunteers have access to and understands PRISM’s Safeguarding policy and procedures.
* be alert to the specific needs of children in need, those with special educational needs and young carers
* be able to keep detailed, accurate, secure written records of concerns and referrals
* obtain access to resources and attend any relevant or refresher training courses
* encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures PRISM may put in place to protect them

**Raising Awareness**

In order to ensure that PRISM’s policies are known and used appropriately, the CPLO will:

* ensure that PRISM’s safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the Management Committee and Executive Head regarding this
* ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of PRISM in this
* link with the BSGB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
* where a child leaves PRISM ensure the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt.
* ensure that CP records are retained until the young person’s 25th birthday if PRISM is the final school
* ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to Bradford Social Care ensuring secure transit and obtaining confirmation of receipt.
* ensure that the key worker at Bradford Children’s Social Care is informed where the child leaves the school.

**All staff and volunteers should:**

* read at least part one of Keeping Children Safe in Education July 2015 and, in particular, will:

1. have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education ref. KCSiE pgs 13-17.
2. where there are concerns about another staff member, refer these concerns to the Executive Head
3. where there are concerns about the Executive Head, refer these concerns to the Chair of the Management Committee
4. raise concerns about poor or unsafe practices in the school via whistleblowing procedures as detailed in PRISM’s Whistleblowing Policy

* be aware of systems within PRISM which support safeguarding and these should be explained to them as part of staff induction. This includes PRISM’s:
  + Safeguarding Policy;
  + Expectations of Staff Policy
  + Practice and Values
  + the identity and role of the CPLO
* receive appropriate child protection training which is regularly updated
* 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
* maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
* where there are concerns about a child, raise these with the CPLO
* understand that, whilst anyone can make a referral to Children and Families’ Service, the correct school procedure is to report their concerns to the DSP in the first instance. They should, however. escalate their concerns for the child if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/or the child’s situation does not appear to be improving.
* in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Bradford Children’s Services.

**Concerns should always lead to help for the child at some point.**

**Background Information and Principals Relating to Working with Young People on Issues of Risk and Abuse**

Whenever we work with young people and in whatever setting, issues of risk and abuse may be present. Therefore staff must:

* Always be open to the possibility that young people may be living with or in danger of abuse or risk.
* Remember disclosure may not always be immediate. In some situations you may need to allow time for disclosure to take place gradually.
* Remember young people may go to great lengths to hide risk or abuse.

Reasons include:

* + because they wish to protect others (including, sometimes, the perpetrator),
  + because they are ashamed,
  + because they are fearful of the consequences of disclosure,
  + because they think it is their fault.
* Acknowledge that the young person’s experience is real and a starting point from which the worker can begin to assist the young person in obtaining help.
* Always take seriously disclosure of abuse or risk. Young people rarely make up such things. Never indicate disbelief or surprise - your reaction to an attempt at disclosure may be critical in a young person deciding whether or not to take the issue forward.
* Always follow the PRISM Independent School Child Protection Procedures and these guidelines when dealing with issues of disclosed or **suspected** abuse or risk.
* Remember disclosure may raise issues for yourself and/or others working with you. This may be unexpected and can never form part of your discussions with young people. It is essential you use your own support networks to address this. These may include supervision both managerial and non managerial, as well as support from colleagues and friends.

**Identifying Children and Young People who are Suffering or Likely to Suffer Significant Harm**

Staff within PRISM have a role that is about building positive relationships with young people, which often means that staff are well placed to notice any outward signs of abuse and/or any significant changes in behaviour. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

**Definitions**

For the purpose of this Policy, a **child/young person** is anyone who has not yet reached his/her 18th birthday or those who are under 25 with a Statement of Educational Need or Education, Health and Care Plan.

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

**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.

**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 and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s 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 or a child, though it may occur alone.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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** 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

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Domestic Violence**

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic violence is likely to have a damaging effect on the health and development of children, and it will often be appropriate for such children to be regarded as children in need.

**Children Involved in Prostitution**

Where a child is suspected of being, or is found to be, involved in prostitution, s/he should be treated as a victim of abuse and regarded as a child in need. In such cases a strategy meeting between the Police, Social Services and any other relevant agencies should take place. The meeting will consider:

* The needs of the child and what arrangements may be necessary for his or her immediate safety.
* How to co-ordinate arrangements for the child's safety with any criminal investigations.
* How arrangements for continuing protection and diversion will be taken forward.

If this initial consideration suggests the child is "in need" they should be dealt with under section 17 of the Children Act, and a child and family assessment should be undertaken by Social Services. This assessment should follow any locally agreed children in need procedures.

If the child is already being looked after by the Local Authority an urgent Looked After Review, including all relevant agencies, may be convened at which it will be decided whether a child protection conference is also necessary.

**Child/Adult Pornography on the Internet**

When somebody is discovered to have placed child pornography on the Internet, or accessed child pornography, the Police should normally consider whether that individual might also be involved in the active abuse of children. In particular, the individual's access to children should be established, within family and employment contexts and in other settings (e.g. work with children as a volunteer).

Where pornography on the Internet is suspected on a PRISM Independent School computer that is designated for staff use only, The Executive Head must be informed immediately. Dependent upon the situation and seriousness of the offence, The Executive Head will either confiscate the computer or ensure that the offensive material is cleaned off. Where a PRISM Independent School computer is available for public use, i.e. by young people within the project a sign must be displayed highlighting that nothing from the Internet should be downloaded that could be considered offensive.

If a member of staff is aware of any offensive material on the computer, the computer should be locked in a secure place and the Executive Head must be notified together with the line manager. On no account is the computer to be used by either staff or young people until after an investigation is completed and the computer is released by the Executive Head for use.

**Taking Action to Ensure that Children/Young People Are Safe at School and at Home**

All staff and volunteers follow the PRISM Safeguarding Policy, which is consistent with *Keeping Children Safe in Education July 2015*; *Working Together to Safeguard Children* *2015* and *What To Do If You Are Worried A Child is Being Abused 2015*

It is ***not*** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

**Staff must immediately report:**

* any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
* any explanation given which appears inconsistent or suspicious
* any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
* any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
* any concerns that a child is presenting signs or symptoms of abuse or neglect
* any significant changes in a child’s presentation, including non-attendance
* any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
* any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

**Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record. (See point on Confidentiality)

When a young person discloses information about abuse to a member of staff, it may be done indirectly rather than directly and be limited in detail. An abused young person is likely to be under severe emotional stress and the member of staff chosen may be the only adult with whom the young person feels it is safe to talk. When the young person discloses in confidence, the member of staff will need to display tact and sensitivity in responding. The member of staff will need to reassure the young person and retain their trust, whilst explaining the need to inform other professionals.

In any discussions with the young person, do:

* Be accessible and receptive.
* Listen carefully.
* Do not ask leading questions
* Take it seriously.
* Reassure the child / young person that they are right to tell.
* Inform the child/young person that you will have to pass the information on, highlight the confidentiality statement.
* Negotiate getting help.

Make careful records of what was said using the young person’s own words, do not use your own interpretation; it is vital that this is factual information and is recorded as soon as is practicable following the disclosure. Date, time and sign the record. This record could be used in any subsequent legal proceedings. Details of the referral should be confirmed in writing to Social Services within 48 hours and copied to your line manager.

Do not:

* Jump to conclusions, speculate or accuse anybody.
* Stop a child/young person from freely recalling significant events.
* Directly question the young person or suggest words for him/her to use.
* Interrupt the child/young person or try to get the young person to disclose all the details.
* Show shock or ask the young person if they are sure.

**Action by the CPLO (or Deputy CPLO in their absence)**

The following actions will be taken where there are concerns about significant harm to any child, including where there is already an open case to Children’s Social Care.

Following any information raising concern, the CPLO will consider:

* any urgent medical needs of the child
* whether to make an enquiry to Bradford Social Care Initial Contact Point – 01274 437500 to establish if the child is or has been subject of a Child Protection Plan.
* discussing the matter with other agencies involved with the family
* consulting with appropriate persons e.g. Childrens Social Care, Turnaround, Barnados
* the child‘s wishes and any fears or concerns s/he may have

Then decide:

* wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
* whether to make a child protection referral to Children and Families’ Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

***OR***

* not to make a referral at this stage
* if further monitoring is necessary
* if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families’ Service will be accompanied by a standard referral form

**Action following a child protection referral**

It is the responsibility of all staff to safeguard children. It is the role of the CPLO (or appropriately trained Deputy CPLO.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated CPLO will:

* make regular contact with Children’s Social Care
* contribute to the Strategy Discussion and all assessments
* provide a report for, attend and contribute to any subsequent Child Protection Conference
* if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
* where possible, share all reports with parents prior to meetings
* where there is significant information in respect of a child subject to a Child Protection Plan**, immediately** inform the key worker or his/her manager in Children’s Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing,/is removed from school or fails to attend school

**Recording and monitoring**

**PRISM will record:**

* information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
* key contacts in other agencies including GP details
* any disclosures/accounts from child or others, including parents (and keep original notes)
* significant contacts with carers/other agencies/professionals
* all concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

**All records should be objective and include:**

* Statements, facts and observable things (what was seen/heard)
* Diagram indicating position, size and colour of any injuries (not photograph)
* Words child uses, (not translated into ‘proper’ words)
* Non-verbal behaviours

All C.P. documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. This will be locked away and only accessible to the Executive Head and CPLO. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of Child Protection Liaison Officer.’ The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child’s 25th birthday.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and the Freedom of Information Act 2000.

If the child goes missing from education or is removed from roll to be educated at home, any Child Protection file should be copied and the copy sent to Bradford Children’s Services, Mercury House, Bradford.

**School will monitor:**

Any cause for concern including where there could be serious child welfare concerns:

* + Injuries/marks
  + Attendance
  + Changes e.g. mood/ academic functioning
  + Relationships
  + Language
  + Behaviour
  + Demeanour and appearance
  + Statements, comments
  + Medicals
  + Stories, ‘news’, drawings
  + Response to P.E./Sport
  + Family circumstances
  + Parental behaviour/ care of child

The CPLO will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

**Supporting the Child and Partnership with Parents**

* PRISM recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
* Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child
* We will provide a secure, caring, supportive and protective relationship for the child
* Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
* We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The CPLO will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the children.

**FLOW CHART – REFERRAL**

**WORKER HAS CONCERNS ABOUT CHILDS WELFARE**

Worker discusses with relevant CPLO

Concerns about child’s immediate safety

**See flow chart 3 on Emergency Action safety**

**See flow chart 2 on Initial Assessment**

Feedback to referrer on next course of action

Initial assessment required

No further child protection action, although may need to act to ensure services provided

Still has concerns

No longer has concerns

DATE

SIGNATURE OF REFERRER

NAME OF REFERRER

If under 16 and/referred by School, CPLO refers to referring School/referral unit, post 16 inform referral agency referral to SS may be required following up in writing within 48 hours

School/referring agency acknowledge receipt of referral to CPLO and decide on next course of action within one working day

No further Social Services involvement at this stage, although other action may be necessary e.g. Onward referral

**Recognition of Child Abuse (Skin Map)**

**NAME OF YOUNG PERSON**

**DATE OF BIRTH**

Skin-maps

DATE

NAME OF REFERRER

SIGNATURE OF REFERRER

**Allegations regarding person(s) working in or on behalf of school provision (including volunteers)**

Where an allegation is made against any person working in or on behalf of PRISM (including where that person is no longer working in or on behalf of the school and/or the allegation is historical) that he or she has:

1. behaved in a way that has harmed a child or may have harmed a child
2. possibly committed a criminal offence against or related to a child or
3. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

PRISM will apply the same principles as in the rest of this document.

PRISM will always follow:

* BSCB guidance
* DfE Guidance *Keeping Children Safe in Education* <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely by the Executive Head. Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

**Initial Action**

* The person who has received an allegation or witnessed an event **MUST** immediately inform the Executive Head and make a recordand have regard to the PRISM’s Whistleblowing Policy
* In the event that an allegation is made against the Executive Head the matter will be reported to the Chair of the Management Committee who will proceed as the ‘Head’
* The Executive Head will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
* The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
* The Executive Head may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
* The Executive Head will consult with Local Authority Designated Officer LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
* Consideration will be given throughout to the support and information needs of pupils, parents and staff
* The Executive Head will inform the Chair of Management Committeeof any allegation.

The staff member will be subject to PRISM’s Disciplinary Policies and as a result of the allegation may be suspended pending a full internal or external investigation.

**Codes of Practice**

This guidance is to be observed in the context of the PRISM Independent School Code of Conduct for all staff. For the purposes of this document, the following issues have been highlighted.

**STAFF**

At no time is any non-approved adult to have access to young people without constant supervision from an approved member of staff. NB. 'Approved' means an adult who has been cleared in accordance with the Criminal Records Bureau. Volunteers must be cleared in accordance with all the procedures required for the appointment of paid staff.

Projects must only be allowed to operate with the required number of staff on duty.

Regular team meetings and sessional briefings should be held to clarify child protection roles and responsibilities and to ensure that all work is delivered proactively and reactively in issues relating to child protection.

**DBS Checks**

Any employee or volunteer who fails a DBS check will have the right to put forward a reason/account of the incident/incidents in question.

If a potential employee/volunteer fails to pre notify PRISM Independent School of any historical incidents that show up on the CRB check then this person will not be employed for any reason.

Once all information has been gathered the Executive Head will make an informed judgement. The Executive Head will take into account the nature of any incident and the age of the person when this happened.

No one will be considered with a History of:

* Offences against children
* Arson
* Violence
* Use of guns or knives
* Drug dealing

**Working with Young People**

Ensure that at all times and in all places, full and detailed consideration is given so that you do not place yourself in a vulnerable position as far as child protection is concerned.

If a young person seeks a one-to-one conversation, in a private space, inform a colleague that you have agreed to do this and ask them to check on you frequently. Avoid physical contact with young people whenever possible, e.g. do not encourage or readily accept physical displays of affection or offer physical comfort; do not engage in physical 'horseplay'.

Ensure that you maintain professional boundaries with both staff and young people in all situations, particularly during residential work.

**Confidentiality**

School has regard to DfE guidance on Information Sharing

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration”.

No service for young people, or any individual, should ever guarantee a young person absolute confidentiality. The boundaries of confidentiality must always be made clear to young people before they make use of a service (i.e. have the confidentiality policy statement clearly visible and draw the attention of new users, newly appointed employed staff [paid and voluntary] and visitors to it, have the policy on cards and handouts.

**Confidentiality**

Individuals or organisations do not always interpret confidentiality in the same way. It is essential to have a clear understanding of what is meant by the confidentiality we offer to young people.

**When to Share Information**

There are situations when staff must share information.

* Where there is a child protection issue (i.e. young person is at risk of suffering significant harm); (see glossary)
* Where the life of the young person or a third party is at risk;
* When sharing the information with your immediate team (where appropriate); or on a need to know basis.
* When in supervision with your line manager.

Any discussion with regard to the latter two points should be more about the situation than the individuals involved.

It is the policy of the authority and of its partner agencies that any matter in which there is a child protection issue or where life may be at risk, information will always be disclosed using the PRISM Independent School Child Protection Procedures.

Every young person should be made aware of the confidentiality boundaries of the organisation, each project should ensure a young person is aware of the likely or possible outcomes of the information being passed on to another agency. This is essential if the young person is to retain any control or self-determination (and therefore trust in the project).

If the decision is made to pass on information the worker should attempt to obtain the young person’s permission to do so (**failure to obtain the consent will not constitute a reason for not passing on the information).**

**Advice and Referral**

**Bradford Children’s Social Care Initial Contact Point** 01274 437500

* Monday – Thursday 8.30 – 5.00pm
* Friday 8.30 – 4.30pm

**Social Services Emergency Duty Team** 01274 431010

**West Yorkshire Police** 101

* Serious Crime Team
* The Hub (CSE)

**Guidance**

**Children’s Specialist Services** 01274 435600

**Bradford Safeguarding Children’s Board** <http://bradford-scb.org.uk/index.html>

**Contact numbers for referral to Children’s Social Care in neighbouring Local Authorities:**

* Doncaster – 01302 736 000
* East Yorkshire – 01482 395 500
* Leeds – 0113 376 0336
* North Yorkshire – 01609 780780
* Wakefield – 03458 503 503
* York – 01904 551 900

**Curriculum**

PRISM is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain. All pupils know that we have CPLO with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

PRISM is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety. We do this by:

* + developing healthy relationships and awareness of domestic violence, bullying and abuse
  + recognising and managing risks including online, sexual exploitation and running away
  + enabling pupils to become safe and responsible users of new technologies and the impact of new technologies on sexual behaviour, for example sexting
  + enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values
  + recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
  + ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
  + raising awareness of female genital mutilation and forced marriage
  + making available appropriate local and online advice

Additional aspects of safeguarding included in the curriculum are risks associated with:

* substance misuse
* knives and gangs
* car crime/theft/joy riding

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website.

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting the Executive Head on 01274 487633.

PRISM monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers.

**Partnership Working**

**Partnerships with Parents**

PRISM shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Further information and support can be gained from the following websites:

* NSPCC [*www.nspcc.org.uk*](http://www.nspcc.org.uk)
* CEOP[*https://www.thinkuknow.co.uk/parents/*](https://www.thinkuknow.co.uk/parents/)
* Internet Matters [*http://www.internetmatters.org/*](http://www.internetmatters.org/)
* Parent Zone [*http://www.theparentzone.co.uk/parent*](http://www.theparentzone.co.uk/parent)
* Childnet [*http://www.childnet.com/resources/know-it-all-for-parents*](http://www.childnet.com/resources/know-it-all-for-parents)
* Parents Protect [*www.parentsprotect.co.uk*](http://www.parentsprotect.co.uk)
* *Government* [*http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm*](http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm)

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with the Executive Head (01274 487633)

**Partnerships with other agencies**

PRISM recognises that it is essential to establish positive and effective working relationships with other agencies and works hard to develop and maintain relationships with both statutory and voluntary services across Bradford and the surrounding authorities.

PRISM allows access for children’s social care or preventative service from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the preventative service or under section 17.

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children

**PREVENT**

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide 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. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

**Roles and responsibilities:**

* The strategic Prevent lead in school is the Executive Head
* If not the DSP, s/he liaises with the DSP at all times
* S/He understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures
* The senior leadership team and Management Committee are aware of the Prevent Strategy and its objectives
* There is a clear awareness of roles and responsibilities throughout PRISM, setting regarding Prevent
* The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
* PRISM’s premises do not give a platform for extremist speakers and events
* School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion:

**Training:**

* A training plan is in place so that key staff, including senior leaders,

Understand the risk of radicalization and extremism and know how to recognize and refer children who may be vulnerable

* Details of training courses including frequency and availability are

cascaded to all relevant staff

* Further training on the Prevent agenda is made available to the#

safeguarding leads where appropriate

* There is appropriate staff guidance and literature available to staff on

the Prevent agenda

* All staff in the organisation have accessed appropriate prevent training

for their role

**Referrals:**

* An appropriate internal Prevent risk assessment and referral process is

in place

* Partner agency communication channels are in place
* An audit trail for notification reports/referrals exists
* Prevent referrals/notifications are managed or overseen by

The Prevent lead

* A process is in place to identify and develop ‘lessons learnt’

**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 girl being at risk of FGM, or already having suffered FGM.

**Indicators**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

**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 children’s social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police

**Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers11, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence 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 school’s designated safeguarding lead and involve children’s social care as appropriate.

**Related School Safeguarding Policies**

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

* protecting children from maltreatment
* preventing impairment of children’s health or development
* ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and learners from:

* neglect
* physical abuse
* sexual abuse
* emotional abuse
* bullying, including online bullying and prejudice-based bullying
* racist, disability and homophobic or transphobic abuse
* gender-based violence/violence against women and girls
* radicalisation and/or extremist behaviour
* child sexual exploitation and trafficking
* the impact of new technologies on sexual behaviour, for example sexting
* teenage relationship abuse
* substance misuse
* issues that may be specific to a local area or population, for example gang activity and youth violence
* domestic violence
* female genital mutilation
* forced marriage
* fabricated or induced illness
* poor parenting, particularly in relation to babies and young children
* other issues not listed here but that pose a risk to children and young people .

It relates to broader aspects of care and education, including:

* Children’s and learners’ health and safety and well-being
* the use of reasonable force
* meeting the needs of children and learners with medical conditions
* providing first aid
* educational visits
* intimate care and emotional well-being
* online safety and associated issues
* appropriate arrangements to ensure children’s and learners’ security, taking into account the local context.

**Safer Recruitment and Selection**

PRISM pays full regard to DfE guidance *Keeping Children Safe in Education July 2015*; the Protection of Freedoms Act 2012 and the Childcare (Disqualification) Regulations 2009

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. When undertaking interviews, the school has regard to the principles of Value Based Interviewing [www.nspcc.org.uk](http://www.nspcc.org.uk)

Where appropriate, the school

* undertakes checks of: the Disclosure and Barring Service (DBS) Children’s List, the DBS and the Teacher prohibition list
* and has regard to the requirements of the Childcare (Disqualification) Regulations 2009.

All PRISM staff are made aware that they are required to notify the line manager of any convictions or cautions during employment with the Council or receive a Penalty Notice for Damage or Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority’s vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Statutory changes, underpinned by regulations, are that:

* schools must keep a single central record detailing a range of checks carried out on their staff
* an Enhanced DBS check is obtained for **all** new paid appointments to the school’s workforce
* an Enhanced DBS check is obtained for volunteers further to a risk

assessment considering the regularity, frequency, duration and nature

of contact with children and the level of supervision of the volunteer by

another person engaging in regulated activity (see paragraphs 83-90,

Annex D *KCSiE 2015*)

* schools will ensure that any contracted staff are DBS checked where appropriate (see paragraphs 91-94 *KCSiE 2015*)
* schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers (see paragraphs 61-62 *KCSiE 2015*)
* all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
* schools must satisfy themselves that agency and third-party staff have undergone the necessary checks
* identity checks must be carried out on all appointments to the school workforce before the appointment is made.

**Visitors**

“Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.”

*KCSiE 2015*

**School Training and Staff Induction**

PRISM’s Management Committee are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able and are supported in their safeguarding role.

All staff (including temporary staff, school governors and volunteers) are provided with the school’s child protection policy and informed of school’s child protection arrangements on induction.

**All staff should read at least part one of *Keeping Children Safe in Education July 2015***

All staff should complete training as outlined below and as identified in the school Training Needs’ Analysis:

* Basic Child Protection Training – Internal course as part of Induction
* BSCB Safeguarding Training – Within the first week of employment/volunteering
* Annual refresher training

.

Child Protection Whole School training must ensure staff are able to:

* understand the policy and procedures;
* understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
* identify signs of possible abuse and neglect at the earliest opportunity;
* respond in a timely and appropriate way including appropriate communication with children
* understand the role of the DSP;
* be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
* comply with record-keeping requirements;
* recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
* recognise normal and concerning sexual behaviours of children;
* have up to date knowledge of safeguarding issues.

E-safety training is available therough the BSCB website:

<http://bradford-scb.org.uk/training/training.htm>