



POLICY FOR SAFEGUARDING CHILDREN

Introduction

David Game College recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. The College recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

Working Together to Safeguard Children – March 2013

This guidance sets out how organisations and individuals should work together to safeguard and promote the welfare of children and how practitioners should conduct the assessment of children.

This guidance replaces *Working Together to Safeguard Children (2010)*; *The Framework for the Assessment of Children in Need and their Families (2000)*; and *statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007)*. Links to relevant supplementary guidance that professionals should consider alongside this guidance can be found at Appendix C of this guidance.

The guidance became effective from 15 April 2013.

What legislation does this guidance relate to?

This guidance is issued under:

- Section 7 of the Local Authority Social Services Act 1970, which requires local authorities in their social services functions to act under the general guidance of the Secretary of State;
- Section 11 (4) of the Children Act 2004 which requires each person or body to which the section 11 duty applies to have regard to any guidance given to them by the Secretary of State; and
- Section 16 of the Children Act 2004, which states that local authorities and each of the statutory partners must, in exercising their functions relating to

Local Safeguarding Children Boards, have regard to any guidance given to them by the Secretary of State.

This procedures document provides the basis for good practice within the College for Child Protection work. These procedures are in keeping with relevant national guidelines and reflect what David Game College considers to be safe and professional practice in this context.

Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004. Within the context of "Every Child Matters", this takes account of the need for children "being healthy and staying safe". We will also implement the guidelines set out under Ofsted's Safeguarding Children and Safer Recruitment in Education and recognise our responsibilities under the Vetting and Barring Scheme introduced in October 2009.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with the Royal Borough of Kensington and Chelsea's Safeguarding Children Board requirements and procedures.

Safeguarding

Safeguarding of children - the action taken to promote the welfare of children and protect them from harm – is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding can be defined as protecting the children from maltreatment; preventing impairment of health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Underpinning values

Where there is a safeguarding issue, David Game College will work in accordance with the key principles outlined in the Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children:

Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and,

A child-centred approach: for services to be effective they should be based on clear understanding of the needs of the needs and views of children.

In addition:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Guidance on 'Whether this is a Child Protection Matter'

If a member of staff has a significant concern about any child this should be made known to the College's Designated or Deputy Designated Child Protection Officers. These concerns may include:

Physical abuse:

This 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 in so far as they meet the needs of another person. 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 over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

There are three thresholds for and types of referral that need to be considered:

1. Is this a child with additional needs where their health, development or achievement may be adversely affected?
 - Age appropriate progress is not being made and the causes are unclear or
 - The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs, discuss the issues with the trained practitioner in your College, the child and parents.

2. Is this child in need? S17 of the Children Act 1989 gives the following examples:
 - they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
 - their health or development is likely to be impaired, or further impaired without the provision of such services;
 - they are disabled.

3. Is this a child protection matter? S47 of the Children Act 1989 covers:
 - children at risk or who are suffering significant harm;
 - children suffering the effects of significant harm;
 - children with serious health problems.

If this is a child in need, discuss the issues with the designated Child Protection Officer and parents. Obtain their consent for referral to any other agency.

If this is a child protection matter, this should be discussed with the designated officer and will need to be referred by the College as soon as possible.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making referrals:

Where a child is registered at the College, consultation must take place with the College's designated teacher or Child Protection co-ordinator who will often be

the most appropriate person to initiate any referral. A written record of your concerns should be made using the College's internal recording form. This should then be given to the Designated Child Protection Officer who will then make the decision if a referral is needed.

Confidentiality:

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989, statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the Legal Services.

Information Sharing

Fears about information sharing CANNOT be allowed to stand in the way of the need to promote the welfare and protect the safety of the child. In this regard, not professional should assume that someone else will pass on information that they think may be critical to keeping a child safe..

Talking to and listening to children:

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping:

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder.

Attendance at Child Protection Conferences:

The Designated Child Protection Officer or their deputy may be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan, the College's Child Protection Co-ordinator should attend the subsequent core group meetings.

Protecting yourself against allegations of abuse:

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with children unless thought has been given to safeguards;
- do not give out personal mobile phone numbers or private e-mail addresses;
- do not give students lifts home in your cars;
- do not arrange to meet them outside College hours;
- do not chat to students on social websites.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent.

Any use of physical force or restraint against students will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Allegations of abuse against a professional:

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Principal the following should be considered:

- Has the officer -
 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?
 3. Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children?

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Principal. If the allegation is about the Principal, the Chair of Advisors, Mr George Florey, must be informed.

This initial conversation is to ascertain the likely validity of any allegation and to decide if a referral is needed. If this is the case a strategy meeting will be called, which the Principal should attend.

The decision of the strategy meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the College

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

Should an allegation against a member of staff fulfil the 2 referral tests set out by the Vetting and Barring Scheme, we recognise the legal duty to refer it to the Safeguarding Authority.

Recruitment, supervision and training for staff:

When recruiting new members of staff the College follows the guidance given in the Safeguarding Children: Safer Recruitment in Education guidelines. The College ensures that CRB checks are undertaken, references taken up and obtained and qualifications verified. Identity checks must also be completed and recorded in the central register.

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the local Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the College's Safeguarding Policy.

Recruitment and Selection Policy and Procedures

When filling vacancies the Principal and the Leadership Team aim to appoint the best person for the job;

The College supports equal opportunities criteria and rejects discrimination in the recruitment process which could prevent the best person from being selected.

When a Vacancy Occurs

When a vacancy occurs the following will be considered:

- Is this a new post?
- In the case of non-teaching staff, has the post been evaluated?
- Is there a requirement for the post?
- Is this an opportunity for re-organisation/re-evaluation?
- Is suitable funding available?

The Job Description

Each job must have a job description, which describes the duties. When vacancies or restructuring occur, job descriptions should be reviewed to ensure they are relevant and that all duties comply with the spirit of this document.

The Person Specification

All advertised posts should include a person specification and ultimately it is the responsibility of the Leadership Team to ensure that a person specification has been

written. A person specification sets out the selection criteria and provides a reference document throughout all the steps of the recruitment and selection process.

The Recruitment Exercise

To fill the post the following issues need to be considered:

- When the vacancy is occurring;
- What kind of timetable is required to fill it;
- Where the job is to be advertised;
- Who is to be involved in the short-listing and selection process;
- How many selection stages are required;
- What information the candidates should supply (CV, application form, referees);
- Arrangements for the candidates to visit the College.

The Advertisement

Issues to consider:

- Who prepares the advertisement?
- Does it conform to the Equal Opportunities Policy – Equalities Act 2010?
- Does it communicate the essential details required?
- Cost of advertising;
- Importance of including a Safeguarding statement
- Timescale for the entire process.

The Job Pack

7.1 Will contain -

- Job Description;
- Person specification;
- Prospectus.

If a disabled person applies he/she may wish to receive these details in an alternative format, i.e. on tape or Braille. It would be unreasonable not to comply with this request, and the College should take any necessary action to avoid disabled applications being disadvantaged.

Short Listing

Points to consider:

- The criteria in the person specification (skills, qualifications and experience);
- References – taken up before interview in most cases;
- The number of candidates to be interviewed;

- The need for applicants from groups likely to suffer discrimination to be fairly represented.

Selection Technique/Process

Decide:

- What selection technique is to be used;
- If for a teaching post, whether the candidates will be required to teach;
- How many other staff will be included in the selection process;
- How candidates will be assessed.

Preparation for the Selection Interview

When inviting applicants for interview, the panel should:

- Give at least one week's notice;
- Consider the distances candidates have to travel when allocating interview times;
- Take account of any specific requirements of disabled people and make any necessary adjustments to the interview location, time and date;
- Ask applicants to confirm that they will be attending;
- Consider alternative dates/times if there is a problem;
- Allow sufficient time for each interview and assessment and avoid too many in one day;
- Arrange for people to be properly greeted and to wait in comfort;
- Book/arrange refreshments, data projector, Smart Board etc.

Arrange for a suitable interview room and waiting area to be available.

The Selection Interview

The aim for the interview is to assess the applicant's ability/suitability for the job using the job description, person specification and the information on the application form as the basis.

Questions contravening the College's Equal Opportunities Policy or other irrelevant questions which do not relate to the individual's ability to do the job should not be asked.

A record of the interview and reasons for appointing or not appointing should be kept.

Each interviewer should keep a record: signed and dated. These should be kept for one year after the recruitment selection exercise has been completed. The notes should be kept securely by the College Registrar.

A **check on any gaps in employment** history should be made and a record kept that the reasons for any gaps are satisfactory. Gaps that cannot be well or easily

explained should be further considered or questioned as part of the Safeguarding process

Making the Appointment

On completion of the interview and selection process, the panel should determine:

- Who will notify the outcome to the candidates;
- If the outcome should be notified by telephone, email and/or letter;
- Who will offer feedback on performance;
- Who will collect all papers and return them to the Principal's PA.

Salary level must be decided with the successful candidate.

The preferred candidate should be advised that any offer is subject to:

- A satisfactory medical assessment;
- Satisfactory References (if not already obtained);
- The production of evidence of relevant academic/professional qualifications;
- Verification of qualifications
- Proof of identity (eg passport, driving licence);
- Proof of address (eg utility bill, bank statement);
- A satisfactory DBS Enhanced check*;
- A valid National Insurance number.

*** If an existing DBS Check is available and has been issued within the last 6 months and the details match with what the candidate has already provided, then a decision can be made to allow that person to be employed, but a new DBS will also be requested. The issue of DBS portability from June 17th 2013 – Update Service will be in place will also have to be considered.**

Appointment Procedure

During the appointment procedure, the following will be required:

- Evidence of identity, including name, address and date of birth;
- Completed application form;
- Enhanced DBS check;
- Two references following a letter requesting referees to give any reason why the applicant should not be employed for working with children. References must be verified with telephone calls;
- Evidence of qualifications;
- Medical declaration;
- Evidence of permission to work if not a national of an EEA country;
- Evidence from the agency supplying the member of staff (if applicable);
- Contact with the institution at which the applicant last worked, if he or she is not currently working in a school or college, to confirm employment details and reasons for leaving.

After Appointment

As soon as possible after appointment:

- The Leadership Team should verify references;
- Agree any training which might be necessary to fully meet the requirements of the post;
- Agree an induction programme, who is to be responsible for induction/training and where necessary adjust induction arrangements to meet the needs of a disabled employee;
- Set up a probation process where necessary.

Central Record

All employees' details and the checks done, with dates should be entered into a single central record, which should also record when the references, qualifications and DBS check was completed.

E-Safety:

The spread of different electronic media in everyday life and an ever-developing variety of devices including PC's, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this College.

Students can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

The best protection is to make students aware of the dangers through curriculum teaching particularly PSHE, SMSC, and sex education.

Protection is Prevention:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- Students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable (if this results in child protection concerns the College's designated Child Protection Officer should be informed immediately);
- Students should not give out over the internet their personal details, phone numbers, College name and address, home address, computer passwords etc;

- Students should adhere to the College policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Local Safeguarding Children Board

Welcome to Local Safeguarding Children Board for Kensington and Chelsea, Hammersmith & Fulham and Westminster. Safeguarding children is everyone's responsibility, and the purpose of these web pages is to encourage the widest possible participation in the work of the Local Safeguarding Children Board.

LSCB arrangements for Hammersmith & Fulham, Kensington and Chelsea and Westminster

A Local Safeguarding Children Board for Hammersmith & Fulham, Kensington and Chelsea and Westminster, replaced the previous three LSCBs in April 2012. The Board ensures the coordination of safeguarding work by all agencies and monitors the effectiveness of child protection work across the three local authority areas.

The Board has an Independent Chair: Jean Daintith and has representatives from the key local agencies on its main Board, Subgroups and short life working groups. An integrated LSCB team supports and services the Board. Each local area retains a multi-agency group to ensure the maintenance and development of effective local partnerships.

Tim Deacon - LSCB Manager for the Hammersmith & Fulham, Kensington and Chelsea and Westminster LSCB

Jean Daintith - Independent Chair of the Hammersmith & Fulham, Kensington and Chelsea and Westminster LSCB

The LSCB Team can be contacted on: **020 8753 3914**.

Responsibilities:

The LSCB has responsibility for ensuring there are clear arrangements for dealing with allegations made against people who work with children.

Each of the three local authorities has a **Local Authority Designated Officer (LADO)** with responsibilities for oversight and management of individual cases. The LADO provides advice and guidance to employers and voluntary organisations, liaises with the police and other agencies and monitors the progress of the case to ensure matters are dealt with thoroughly, fairly and as quickly as possible.

The relevant contacts in each of the three boroughs are:

Angela Flahive, Safeguarding Review and Participation Manager, Royal Borough of Kensington & Chelsea, 020 7361 3467 Angela.Flahive@rbkc.gov.uk

Hilary Shaw, Safeguarding and Education Officer: 0207 598 4876

Anna Carpenter, Safeguarding and Quality Assurance Manager, London Borough of Hammersmith & Fulham, 020 8753 5125 Anna.Carpenter@lbhf.gov.uk

Jane Foster, Safeguarding in Employment Manager, Westminster City Council, 020 7641 6108
jfoster1@westminster.gov.uk

Resources:

Safeguarding is important to all members of staff.

David Game College will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Safeguarding Children procedures including attending meetings, collating and writing assessment reports, and staff training.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the students understand what is meant by safeguarding and how they can be safe.

The Designated Person

The Designated Child Protection Officer in this College is **Nedaa Belal**.
The Deputy Designated Child Protection Officer in this College is **Rachel Sherman**. **The Safeguarding Policy is overseen by the College Leadership Team, headed by Mr John Dalton. The Leadership Team gives Safeguarding and Child Protection top priority in all College matters.**

As with all College policies, appropriate procedures are put in place to implement the policy including:-

- *Training Staff*
- *Informing students*
- *Clarity about specific roles and responsibilities and expectations*
- *Clearly defined procedures in place for staff and students to follow*
- *There is a regular review of the policy and procedures to ensure they are up to date and fit for purpose.*

This takes place at least annually and also when new information becomes available. The policy and procedures will then be updated appropriately.'

Training undertaken by staff

Nedaa Belal:

Child Protection Level I & II May 2013

Rachel Sherman:
Child Protection Levels I & II May 2013

ALL STAFF are trained in Child Protection to Level II

Date of policy written:
Date policy reviewed:

May 2012
August 2013