

# safeguarding policy

## 1. Introduction

Safeguarding is everyone's responsibility; Teach Plus are committed to ensuring their work is consistent with safeguarding and promoting the welfare of children.

Any member of staff registering or working with Teach Plus will be expected to adhere to all steps outlined in this policy and ensure that they are aware of any possible child abuse and/or neglect. They are also expected to make all steps to familiarise themselves with any policies in schools during any exposure in a child-based settings.

Teach Plus are committed to guide all practitioners working in a child-based setting to keep in mind the following points:

- All children and adults, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- Safeguarding is everyone's responsibility.
- Identify and help with any issues that may be perceived as a safeguarding issue before the problem can damage or affect a child.
- This policy applies to all internal staff and candidates and will be widely promoted and be mandatory for everyone involved in Teach Plus to aid, help and support all children and their families.

*Glossary of some key terms used in the policy is included at Appendix 1.*

## 2. Responsibility of practitioners

Everyone who comes into contact with children and their families has a role to play in safeguarding children. All staff representing or working through Teach Plus should take the following steps as soon as entering a child-based setting:

- Read and know your school's Safeguarding policy.
- Identify who the designated safeguarding leader is (DSL). Should you have a worry/concern speak to them immediately.
- Check to see if the school has a specific 'Code of Conduct' and adhere to the guidelines.
- Check to see if you require any information regarding specific children, you may be working with.
- Read through and sign this policy via the Teach Plus Registration Form.

All staff should know what to do if a child tells them they are being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.

### 3. Concerns regarding neglect and abuse

It can be very hard for children and young people to speak out about abuse. Often, they fear there may be negative consequences if they tell anyone what's happening to them.

Some may delay telling someone about abuse for a long time, while others never tell anyone, even if they want to.

It's vital that children and young people are able to speak out and that whoever they tell takes them seriously and acts on what they've been told.

Even if a child doesn't tell someone verbally about what's happened to them, there may be other indicators that something is wrong. People who work with children need to be able to recognise the signs and know how to respond appropriately.

In accordance with [Keeping Children Safe In Education \(2021\)](#) you should do the following if you have concerns about a child:

- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- If staff have any concerns about a child's welfare, they should act on them immediately.
- If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).
- Similarly, if you are worried about the behaviour of a member of staff, whether this is about possible poor practice or abuse, you should talk through your concerns with the Designated Safeguarding Lead.

Throughout this process make sure you keep an accurate record detailing concerns.

### 4. Child Protection Process

#### 1) Initial action by Children's Social Care

An Initial Assessment is a brief assessment of each child referred to Social Services to determine whether the child is a 'Child in Need' of protection or additional services, the

nature of any services required, and whether a further, more detailed Core Assessment should be undertaken.

## 2) Strategy Meeting / Discussion

A Strategy Discussion (sometimes referred to as a Strategy Meeting) is normally held following an Initial Assessment which indicates that a child has suffered or is likely to suffer Significant Harm. The purpose of a Strategy Meeting is to determine whether there are grounds for a Section 46 Enquiry (The Children Act 1989).

## 3) Investigation

The strategy meeting (above) decides on the nature and timing of an investigation. The investigation may involve one or more of the following processes, depending on the circumstances:

- Investigation of suspected abuse, which may concern physical, sexual or emotional abuse, or neglect. Children's Social Care have lead responsibility.
- Investigation of a possible crime. The Police have responsibility for investigating crimes, such as suspected physical or sexual assault.
- Disciplinary process. This may be used when the person who is thought to have harmed a child is a paid worker or volunteer in a position of trust.

It may also be necessary for the child to be medically examined, and/or interviewed jointly by the Police and Children's Social Care.

## 4) Child Protection Conference

A child protection conference is organised by children's services. Its purpose is for everyone present to look at all relevant information about the child's situation. Information should include information from existing social work records. And information from enquiries that have been made before the conference. The conference agrees the outline of the child protection plan, and the core group.

## **5. Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors**

All candidates placed on assignment are responsible for supporting safe behaviour and have responsibility to follow the guidance laid out in this policy and related policies, such as the Code of Conduct.

In accordance with the Care Act (2014), Working Together (2018) and Keeping Children Safe in Education (2021), where an organisation has received an allegation that a volunteer, supply staff or member of staff who works with children/vulnerable adults has:

- Behaved in a way that has harmed a child/adult, or may have harmed a child/adult;
- Possibly committed a criminal offence against or related to a child/adult;
- Behaved towards a child/adult in a way that indicates he or she may pose a risk of harm to children/vulnerable adults; or
- Or behaved or may have behaved in a way that indicates they may not be suitable to work with children/vulnerable adults.

A referral should be sent to the LADO within one working day, giving as much detail as possible.

If an allegation is made against a member of staff placed by Teach Plus, we will work together with the school, the local authority and the police service as required under national and local guidance.

## APPENDIX 1: DEFINITIONS

### **‘Child’ (Defined by the Children Act 1989)**

“a ‘child’ is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate for children and young people, does not change his or her status or entitlement to services or protection under current legislation.”

In this policy, the terms ‘child’ and ‘young person’, or children’ and ‘young people’ is defined in law as a person who has not yet reached the age of 18 years.

### **Designated Safeguarding Lead (DSL)**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority

within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

### **Children's Social Care**

In accordance with government guidance the term 'children's social care' describes the part of the local authority with responsibility for making assessments of children 'in need' (Section 17, Children Act 1989) and leading and investigating when there are reasonable grounds for believing a child is at risk significant harm through abuse or neglect (Section 47, Children Act 1989). Children's Services has replaced Social Services although are often still known as "social services"

### **'Harm' (Defined by the Children Act 1989)**

*"ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another"*

## **SOME KEY TERMS IN KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2021**

### **Child Protection**

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

### **Safeguarding and promoting the welfare of children**

Defined for the purposes of, from the guidance as:

- 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; and;
- taking action to enable all children to have the best life chances.

## Well-Being

Section 10 of the Children Act 2004 requires local authorities and other specified agencies to co-operate with a view to improving the well being of children in relation to the 5 'Every Child Matters' outcomes, as well as including protection from harm.

## APPENDIX 2: DEFINITIONS OF CHILD ABUSE AND NEGLECT

### Categories of abuse - Children

Child abuse can be one of four different categories as set out in [Working Together to Safeguard Children \(2018\)](#):

#### **Physical Abuse:**

Physical abuse is a form of abuse which 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:**

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 of a child, though it may occur alone.

#### **Sexual Abuse:**

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 (e.g. 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

### **Child sexual exploitation:**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Neglect:**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers);
- or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Young carer:**

A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

### **Parent carer:**

A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility. Education, Health and Care Plan A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND).

See the [Special Educational Needs and Disability Code of Practice 0-25 \(2015\)](#).

### **Education, Health and Care Plan:**

A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). [See the Special Educational Needs and Disability Code of Practice 0-25 \(2015\)](#).

For detailed guidance on the signs which may indicate abuse and neglect see [What to do if you're worried your child is being abused \(2015\)](#).

### **Teacher Safeguarding Responsibilities**

As a practitioner you have a responsibility to keep updated with specific safeguarding issues. It's a requirement for all teachers to take safeguarding training. This is so that they know more about the subject, how to recognise when a child is at risk, and how to deal with concerns. If you do not have specific training, you should have an understanding on the following:

#### **Preventing Radicalisation**

In 2006, the government introduced Prevent – a strategy to help prevent terrorism and radicalisation. As part of this, you have a duty to recognise when somebody is vulnerable and at risk of radicalisation and targeting from extremist groups. During the Teach Plus registration process you will be asked to complete 'Prevent' training in order for you to complete registration. Information can be found [here](#)

#### **Child Sexual Exploitation (CSE)**

This is a form of sexual abuse that occurs when an individual or group coerce, manipulate, or deceive a child or young person (under 18) into sexual activity.



## **Child Criminal Exploitation (CCE)**

This occurs when a child or young person (under 18) is coerced, controlled, manipulated, or deceived into carrying out criminal activity (e.g. moving drugs from one area to another – known as county lines activity).

## **Grooming**

This is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, exploitation, or criminal activity. Grooming can happen online or in the real world. The perpetrator can be a stranger or someone the child knows, and can be any age and gender.

## **Forced Marriage**

This is a marriage in which one, or both, people don't consent to the marriage. It's a criminal offence and a serious abuse of human rights. Forced marriages could be decided in advance, years before the child is old enough to marry.

## **Female Genital Mutilation (FGM)**

FGM is a traumatic procedure where the external part of the female genitals are surgically removed. It's usually performed by someone who isn't medically trained and doesn't have a professional or sterilised blade. The procedure is often carried out in the first weeks of life, in mid-childhood (usually between the ages of 8 and 10), or before puberty. FGM has no medical purpose, so it subjects young women to physical and psychological trauma for no reason. It is an illegal practice in the UK.

## **Bullying**

Bullying can happen anywhere at any time, such as directly in the classroom or anonymously [online](#). It can have damaging effects on a child's confidence and, frighteningly, has even pushed children to suicide. Bullying becomes a child protection issue where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' Self-harm and self-neglect. These are distinct signs that something's wrong in a young person's life, for example they may suffer from another type of abuse or depression. The reasons for this are individualistic and you must tailor your response to the student in question.

## **Peer on peer abuse**

Students are capable of abusing their peers, even at a young age. This can take many forms, such as acts of violence or sexual assault. If this causes significant, or a risk of harm, you must take steps to deal with it.

### APPENDIX 3: SIGNS OF CHILD ABUSE AND NEGLECT

The signs of [child abuse](#) aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

There are different [types of child abuse](#) and the signs that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

#### **Common signs:**

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality.
- becoming withdrawn.
- seeming anxious.
- becoming uncharacteristically aggressive.
- lacks social skills and has few friends if any.
- poor bond or relationship with a parent.
- knowledge of adult issues inappropriate for their age.
- running away or going missing.
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

If you have concerns that a child may have been abused or are in any doubt about whether a child is being ill-treated, you should consult the designated Safeguarding Lead and inform Teach Plus immediately.

Teach Plus will make clients and candidates aware of the Safeguarding Policy through the following means: publication on our website. All staff, temporary workers, candidates and contractors must be aware that they have a professional duty to share information with other recruitment firms in order to safeguard children/adults at risk. The public interest in safeguarding children/adults at risk may override confidentiality interests. However, information will be shared on a need to know basis only, as judged by Teach Plus.

References:

[Keeping children safe in education 2021](#)

[Working together to safeguard Children 2018 \(HM Government\)](#)

[The Children Act 1989](#)

[The Children act 2004](#)

[The Care Act 2014](#)

[Information Sharing: Guidance for practitioners and managers. HM Government \(2018\)](#)

[Rehabilitation of Offenders Act 1974](#)

[Disqualification under the Childcare Act 2006 \(2015\)](#)

[Counter Terrorism and Security Act 2015 \(including the 'Prevent Duty'\)](#)

[The Prevent Duty, Departmental, Advice for Schools and Child Care Providers \(2015\)](#)  
[Modern Slavery Act 2015 Human Rights Act 1998](#)

[Guidance for Safer Working Practice for Adults Who Work with Children and Young People \(2019\)](#)