

Safeguarding Children and Young People Policy and Procedure

Hedleys College

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Policy Control/Monitoring

Version:	V.6.5
Approved by: (Name/Position in Organisation)	Carole Harder CEO
Date:	
Accountability: (Name/Position in Organisation)	Hedleys College Principal
Author of policy: (Name/Position in organisation)	Joanne Rees-Proud, Principal Hedleys College
Date issued:	September 2019
Revision Cycle:	6 Monthly
Revised (Date):	February 2020, September 2020, February 2021
Target audience:	This policy applies to all staff and associates of Hedleys College including; (Teachers/Tutors, Therapists, and Support Staff, Parents, Pupils/Students and members of the college Governors).
Amendments/additions	
Replaces/supersedes:	Previous Versions including May 2019 version
Associated Policies: (insert hyperlinks)	<u>Hedleys College operates with a legal framework and will ensure that all staff work within this.</u>
Associated National Guidance	Children Acts 1989 and 2004, ☐ Mental Capacity Act, 2005 ☐ Safeguarding Vulnerable Groups Act 2006. ☐ Care Act 2014 ☐ General Data Protection Regulation (GDPR) 2018 ☐ Data Protection Act 2018 It will also comply with associated regulation and statutory guidance including: ☐ Working Together to Safeguard Children (2018), ☐ National Minimum Standards, CGC and Ofsted registration standards and Local Safeguarding Children Board and local authority

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	procedures. □ Keeping Children Safe in Education (2019) □ Mental Capacity Act Code of Practice □ Deprivation of Liberty Safeguards Code of Practice. □ Care Act Guidance 2014 □ Prevent Duty Guidance 2015 □ Child Care Act 2006 including guidance on those disqualified under this legislation. □ Statutory framework for the early years foundation stage
Document status	This document is controlled electronically and shall be deemed an uncontrolled documented if printed. The document can only be classed as 'Live' on the date of print.

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
V.6.3	September 2019	Joanne Rees-Proud	Approved	Replaces previous versions. Regulatory requirement.

Roles & Responsibilities

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Role	Responsibility
Chief Executive	The Chief Executive is responsible for satisfying themselves that the Director of Residential and Adult Services is fulfilling their managerial responsibilities for safeguarding and promoting the welfare of Children and young people.
Director of Residential and Adult Services	As the Foundations Safeguarding lead the Director has specific responsibilities under statutory guidance. To maintain a clear organisational and operational focus on safeguarding children, to ensure relevant statutory requirements, DBS standards and other national standards are met.
Head of School/College Principal	To ensure the appropriate deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance and ensure staff comply with this policy.
Pupils/Student, Parents and Staff	Adherence and compliance to this policy.

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2. Code of Conduct

1. Introduction

This policy is designed to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. It makes explicit Hedleys College commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals are handled sensitively, professionally and in ways which ensure positive outcomes for all children and young people.

Hedleys College fully recognises the contribution it can make to protect and support children and young people.

Hedleys College recognises that all children and young people have a fundamental right to be protected from harm.

Hedleys College does not operate in isolation. Safeguarding is the responsibility of all adults and especially those working directly with the children and young people. The college has a statutory duty to assist local authority Social Service Departments acting on behalf of children and young people in need or enquiring into allegations of abuse.

There are three main elements to our Safeguarding policy:

1. **Prevention:** for example, positive college atmosphere, teaching and pastoral support to children and young people.
2. **Protection:** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
3. **Support:** to children and young people and Education Services staff and to children and young people who may have been abused.

2. Purpose

This document outlines the practice that is followed to ensure transparent and supportive working that reduces the likelihood of harm to children / young people, as

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well as procedures to be followed responding to any allegation or concern in relation to a child / young person.

Each child/young person will be treated as an individual and their rights and preferences respected. It is the job of all staff and managers to ensure that children/young people are protected from harm and are able to make choices to keep themselves safe.

3. Mission Statement

Hedleys College exists to offer high quality education, care and therapy to young people with: cerebral palsy; sensory impairment; speech and language and communication difficulties; autistic spectrum disorder and profound multiple learning difficulties.

Our central purpose is to provide a unified approach to meeting the special needs of our children and young people through the provision of high-quality education, care and therapy to enable them to maximise their potential and achieve success.

We promote a positive environment in which all children and young people are valued, and success and achievements are shared and celebrated.

We ensure all children and young people feel safe and secure in college and ensure they have positive and trusting relationships with staff. Student voice is paramount and children and young people are always listened to, regardless of their method of communication.

All staff receive training with regard to safeguarding and visitors to the college are encouraged to share any concerns they have with the College Principal. Staff are aware, that in addition to the mechanisms in place in college, they may also report their concerns direct to North Tyneside's Front Door service.

This policy provides the framework whereby Hedleys College will safeguard and protect children and young people from harm regardless of the source of harm – be that from within the individual's' home environment, harm caused by peers, harm from staff or volunteers or self harm.

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We hope to provide all children and young people with a safe and caring atmosphere, but will always maintain an attitude of “it could happen here” where safeguarding is concerned.

Whilst the focus of this policy will be on Hedleys College children and young people, we have a duty and responsibility to safeguard all children and young people with whom we may come into contact, be they students, visitors, siblings, staff members, volunteers or members of the public.

This policy incorporates Hedleys Education Services child protection policy.

Although principles are similar, the safeguarding and protection of adults and children are governed by different legislation. A child is subject to legislation on account of their age, an adult by their care and support needs. The Percy Hedley Foundation recognises the right of all people to live and work in a safe environment and in an environment where they feel safe. We are committed to safeguarding and promoting the welfare of children, young people and adults with care and support needs and will do this by adopting the following principles.

Everyone at Hedleys College has a responsibility to prevent, recognise and act on harm, abuse and neglect.

Everyone has the right to live free from abuse and neglect.

Everyone has the right to be treated with respect and dignity and with a right to privacy.

To ensure this Hedleys College will:

- help children and young people keep themselves safe
- not tolerate any kind of abuse to anyone
- keep the interests of children and young people at the centre of any safeguarding activity
- involve children and young people and the parents and family as appropriate in decision-making and investigations of abuse

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- ensure our children and young people are aware of safeguarding policies and procedures.
- ensure all staff and volunteers understand their role in relation to safeguarding. We will provide appropriate training and ensure staff are competent in preventing, recognising and acting on abuse and neglect, and create the conditions whereby children and young people are kept safe.
- promote an organisational culture of openness, so that staff, volunteers and children and young people can raise their concerns, and know that they will be listened to, without worrying that something bad will happen as a result.
- ensure that all actions will take into account and respond to individuals' race, culture, religion, gender, sexual orientation, disability and communication needs.
- ensure that individuals against whom an allegation has been made have the right to fair and unbiased treatment, and to be kept fully informed, whilst prioritising the safety of children and young people who use our service.
- take positive action where abuse is identified or suspected.
- ensure that processes are in place to check suitability of staff (including contractors and external students, volunteers and students working closely with children and young people). All will have undergone recruitment processes, including DBS disclosures in line with Government guidance.
- operate an effective whistle blowing policy.
- operate zero tolerance to any forms of abuse, bullying or discrimination.
- create an environment where the likelihood of harm is reduced.

Specific safeguarding with regard to online safety is also covered.

4. Roles and Responsibilities

At Hedleys College we are committed to safeguarding children and young people and we expect everyone who works in our college to share this commitment.

Adults in our college take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the young person.

The Governing Body should ensure that:

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- They comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in the college is effective.
- College has a senior lead to take leadership responsibility for the organisation's safeguarding arrangements.
- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote welfare, which are followed by all staff.
- The College Principal, is the appointed designated safeguarding lead with deputies acting in her absence. The designated safeguarding lead should take lead responsibility for safeguarding children and young people. This should be explicit in the role-holder's job description.
- The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- The college contributes to inter-agency working in line with statutory guidance Working together to safeguard children and young people.
- Their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.
- They recognise the importance of information sharing between professionals and local agencies.
- All staff members undergo safeguarding and child protection training at induction. The training is regularly updated. Induction and training should be in line with advice from the LSCB.
- In addition, all staff members receive regular safeguarding updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children and young people effectively.
- Children and young people are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Hedleys College prevent people who are known to pose a risk of harm from working with children/young people by adhering to statutory responsibilities to check staff who work with children and young people. The college has a written recruitment and selection policies and procedures in place. Every interview panel has a least one member who has undergone safer recruitment training.
- There are procedures in place to handle allegations against teachers/tutors, headteachers, principals, volunteers and other staff.

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- There must be 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. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- The safeguarding children and young people policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.
- Where there is a safeguarding concern the child's/ young person's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children and young people to express their views and give feedback. Ultimately, any systems and processes should operate with the best interests of the young person at their heart.
- Staff have the skills, knowledge and understanding necessary to keep all young people safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's or young person's looked after legal status

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The Principal ensures that:

The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;

They will manage the process and liaise with the LA designated officer in the event of allegations of abuse being made against a member of staff or volunteer

They receive appropriate safeguarding training which is regularly updated

They will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities

They ensure that members of the senior leadership team prioritise safeguarding.

They will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and young people and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

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The Designated Safeguarding Leads will:

- Refer cases of suspected abuse to the local authority
- Support staff who make referrals
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a person is dismissed or left due to risk/harm to a child or young person to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required.
- Liaise with the College Principal with regard to safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with designated staff at the local authority for child protection concerns (all cases which concern a staff member); and Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training
- Refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- 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 / young person protection case conference and a child/ young person protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the college's safeguarding children and young people safeguarding policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children / young people in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;

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- Ensure all children and young people are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum;
- Understand and support the college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children/ young people from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and young people and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.
- Ensure the college's safeguarding children and young people's safeguarding policy is reviewed six monthly and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the safeguarding children and young people's 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 the college in this; and

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The role of college staff:

- treat all children and young people with dignity and respect.
- ensure children's and young people's welfare is the paramount consideration in all they do.
- Follow care plans, training and guidance provided to them by qualified professionals, and to only operate in line with their level of professional expertise
- take action against abuse wherever it is suspected with reference to policy and guidance;
- cooperate with the police, local authorities, CQC and Ofsted in the investigation of abuse and prevention of harm;
- reassure children and young people that they will be listened to;
- work with other professionals to prevent abuse;
- be aware of the signs of abuse;
- ensure their training is updated according to Hedleys College policy;
- reporting safeguarding concerns to their manager or DSL without delay;

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- sharing information (within the law) whenever necessary to safeguard children and young people and promote their welfare.

5. Principles

5.1 Practical Advice

Appendix 1 contains information on the signs and symptoms of abuse/neglect including:

- Abuse
- Physical abuse
- Emotional and Psychological abuse
- Verbal abuse
- Sexual abuse
- Neglect
- Preventing and detecting radicalisation
- Recognising extremism
- Sexual Exploitation
- Forced marriage
- Under age marriage
- Female Genital Mutilation
- Peer on peer abuse
- Serious violence
- Self neglect
- Mental health and self harm

5.2 How to report concerns, including names and points of contact

- All staff have a basic awareness of the signs of physical, emotional and sexual abuse and neglect. They also have awareness of CSE, FGM and radicalisation.
- The DSL's have responsibility for coordinating action within the college and liaising with other agencies. Staff are required to report any concerns or suspicions to the DSL.
- College DSL's have completed North Tyneside, home authority, adult safeguarding training. This is refreshed every 3 years.
- If abuse is suspected the DSL, or Principal will refer to investigating agencies according to the procedures established by LSCB and Local Authority (LA).

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Further action taken will be according to their advice. All phone calls, correspondence and relevant actions will be recorded.

- The DSL will attend Child protection reviews/conferences as deemed appropriate by the Senior Leadership Team.
- The college will ensure that the DSL's responsible for safeguarding will receive appropriate training and updates.
- Safeguarding records are confidential and will be kept securely locked. A statement in the college prospectus will inform parents and carers about our Education services duties and responsibilities under the safeguarding procedures. The policy is made available to all parents in college via the website.
- Any allegation against a member of staff will be reported to the Principal who will report to the LADO (Looked after designated officer), within North Tyneside or Adult safeguarding team.
- If an allegation concerns the Principal, then the Chief Executive of the Percy Hedley Foundation will be informed and will be responsible for following procedures.
- If an allegation concerns the Chief Executive, then the Chair of Trustees will be responsible for following procedures.

Carole Harder	Chief executive	c.harder@percyhedley.org.uk
Melanie Scott	LADO	0191 2116730
	North Tyneside Safeguarding Adults board	mycare.northtyneside.gov.uk/web/portal/pages/worriedadult#assess
Jonathon Jowett	Chair of trustees	Joanthon.Jowett@Greggs.co.uk

Well-kept records are essential to good safeguarding practice. The College is clear about the need to record any concerns about a child or children and young people within our college, ensuring they are factually accurate.

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A file note will be made of any concern raised and action taken. Concerns must be logged on the databridge system and recorded under the correct heading.

Any member of staff who has concerns with regard to a child or young person will raise these with the DSL, this will then be discussed with the staff and DSL, and any appropriate action taken and documented. The DSL will make a phone referral to the relevant first response within the relevant local authority and follow this up with a written referral if required. Any further actions and interactions will be logged on the databridge system.

All causes for concern, child protection concerns, incidents, accidents, bullying incidents, behaviour concerns, e safety incidents, home/school contact are reported on the databridge system. These are viewed as they are recorded by the DSL's. If a combination of incidents cause concern to the DSL they will make a referral. If the culmination of incidents suggest a family/child/young person needs additional access to services, these will be assessed using the Thresholds for that Local authority, and referred to the relevant service.

5.3 Dealing with disclosures

When a child/young person makes a disclosure, it is essential that every member of staff (teaching and non-teaching) should know what action to take.

A child/young person has the right to be:

- Protected
- Listened to in private
- Believed
- Cared for
- Treated with discretion
- Helped to protect him/herself

Staff responsibility in relation to the children/young people with whom you work and their potential abuse is

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- To identify
- To respond
- To listen
- To believe
- To record
- To report immediately any unusual comment or occurrence
- To be discreet
- Not to investigate
- Not to ignore

You should realise that

- You cannot promise to keep the disclosure a secret
- False allegations of sexual abuse are rare
- It is inappropriate to inquire into details of the abuse. This should be left to an interviewer skilled in asking such questions. Ask a child/young person to repeat statements, do not ask questions.
- You should never stop a child/young person who is freely recalling significant events.

All staff are aware of the importance to report any suspicious injury or suspect dialogue, no matter how small, to the *designated member of staff*. It may be the final piece of jigsaw which can make some sense of the whole picture. Any actions, including when to contact the parents, will be taken after discussion with the DSL.

As part of the Education Services personal health and social development programmes, children and young people should be frequently reassured that they can trust and confide in you about any worries they may have. Always take time to listen when a child/young person wants to talk. All staff must *remember* not to promise confidentiality to keep the disclosure a secret.

When abuse is suspected, it is essential to have a record of all the information available. Staff should note carefully what has been observed, when it was observed and record all factual information. Signs of physical injury should be described in detail and identified on a body map.

5.4 Responding to disclosure

- Listen carefully to what the child/young person is saying
- Take seriously with the child/young person is saying
- Write down as soon as possible what the child/young person said
- Tell your Designated person as soon as possible
- Make sure the child/young person is safe (ie. supported in college)

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- Do not tell the child/young person it is not their fault
- Do not panic
- Do not immediately rush off to find someone else
- Do not promise to keep secrets
- Keep the child/young person informed of any action you are planning to take, where appropriate
- Do not make judgements or say anything about the alleged abuser
- Do not ask detailed questions or press the child/young person for more information

Important points to remember

- Try not to display any signs of shock or disapproval when the child/young person is making a disclosure
- The child/young person may not regard the experience as either bad or painful, they may not feel guilty or angry
- Be aware of your own feelings which may be different from those of the child/young person
- Take care of yourself by making sure that you have an opportunity to discuss your feelings with someone at a later stage
- Do not destroy any evidence as it may be useful in a court of law
- Initial disclosure, even if retracted, still must be referred

5.5 Referrals

Channels of communication should be quick and clear:

Suspect child / young person at risk

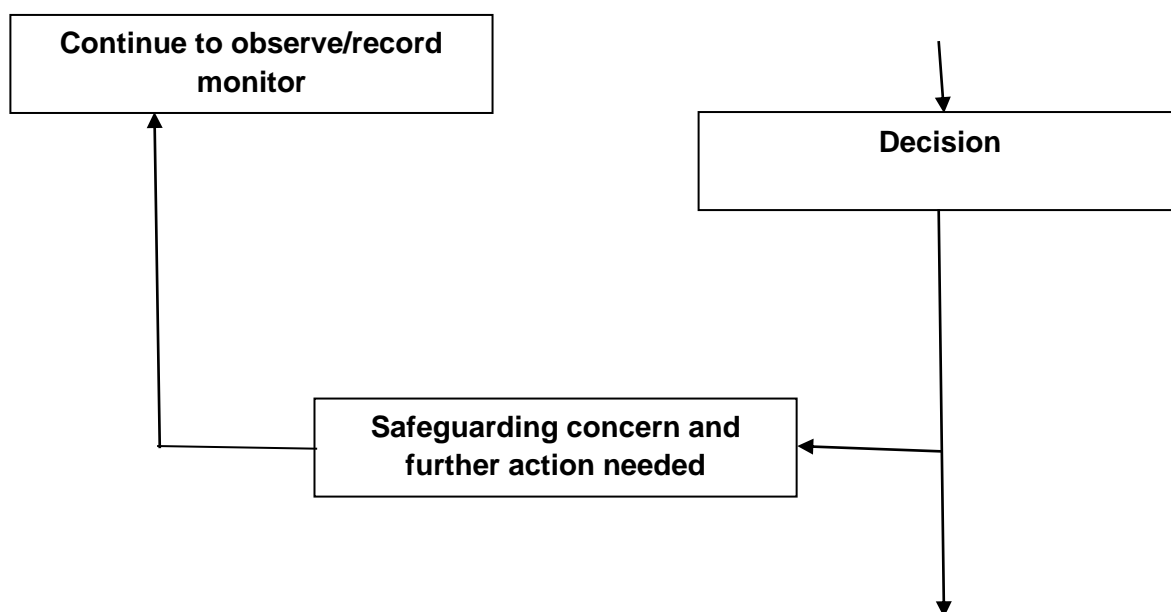
Action to take

Identified concern

Consult with DSL

Together clarify concern

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Designated Person to make a referral to relevant Children's Services Departments or to North Tyneside Adult Safeguarding Board, followed by written referral

In relation to children and young people, Ofsted adopts the definition used in the Children Act 2004 and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children* 2017 (paragraph 2), which define safeguarding and promoting children and young people's welfare as:

- protecting children/ young people from maltreatment
- preventing impairment of children's/young person's health or development
- ensuring that children/young people are growing up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children/young people to have the best outcomes.

Safeguarding action may be needed to protect children and young people 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

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- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- 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, young people and vulnerable adults.
- Serious violence
- Peer on peer abuse
- County lines

In addition to this all staff at Hedleys College need to be aware of other factors that may impact on a child/young person's wellbeing. These include:

- children's and young person's health and safety and well-being, including their mental health
- meeting the needs of children/young people who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children/young people with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- the use of physical intervention

5.6 Confidentiality

Staff have access to confidential information about children/ young people in order to undertake day to day activities. In some circumstances staff will have access to very sensitive or private information. Information should never be used to embarrass or intimidate the child or young person. The information should never be used casually in conversation or shared with anyone other than on a need to know basis. Staff are:

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- Clear about what information can be shared and in what circumstances
- Treat all information in a discreet and confidential manner
- Seek advice from a senior member of staff if they are in any doubt about information sharing
- Be aware of who they report allegations or concerns to
- All information which is held electronically is subject to the Foundation's Data Protection Policy and is appropriately secured

5.7 Procedure for dealing with complaints and allegations about staff

When dealing with situations where members of staff face allegations of physical and/or sexual abuse, it is imperative that everyone maintains an open and inquiring mind. An over-hasty or ill judged decision to suspend a member of staff can have a substantial detrimental effect on their career and also be distressing to the child or young person concerned, who may feel responsible.

It is important to consider whether the member of staff has:

- Behaved in a way that has harmed, or may have harmed a child or young person.
- Possibly committed a criminal offence against or related to a child or young person
- Behaved towards a child/children or young person/s in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children or young people.

There should be immediate consideration of whether the child/young person or children/young people are at risk of significant harm and in need of protection. If so, the Headteacher, or DSL should contact the North Tyneside Local Area Designated Officer (LADO) or Adult Safeguarding team.

Immediate consideration should be given to medical assistance and seeking medical evidence.

Children and young people must be listened to and heard and on no account should suggestions be made to them as to alternative explanations.

A staff member receiving an allegation of abuse against another member of staff should report it immediately to the College Principal or DSL. This information would be recorded on the Percy Hedley Foundation electronic Safeguarding Log.

The Principal should initiate an urgent initial assessment of whether or not there is substance to the allegation. The College Principal is not expected to investigate the allegation itself or interview children and young people but assess whether the

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allegation needs further investigation by the appropriate agency on advice from the LADO or Adult Safeguarding team.

The Principal should obtain details in writing signed and dated by the person or persons making the allegation.

Where the College Principal believes further investigation is warranted, he or she should either refer the matter to the investigating agencies according to procedures established by the LSCB and the LEA/ Adult Safeguarding Board or where satisfied the child or children and young people is/are not at risk or that a reportable criminal offence has not been committed, undertake further investigations at college level, inform the child / young person or children / young people or parents, the staff member and chair of governors.

The police may wish to interview the member of staff before any approach is made by the College Principal and should be given every assistance.

The Principal should not automatically suspend and should consult with the Chief executive and HR and the LADO/adult safeguarding team before any decision is taken.

Suspension should occur where allegations are so serious that dismissal for gross misconduct is possible, where it is necessary for the investigation to proceed unimpeded and where children or young people are at risk.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: There is sufficient evidence to prove the allegation
- Malicious: There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: There is sufficient evidence to disprove the allegation.
- Unsubstantiated: There is not sufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The member of staff should be informed that suspension might occur. He or she should be advised to seek the advice and assistance of their relevant professional organisation.

There are three possible routes for investigation: the police, Local safeguarding and professional disciplinary procedures.

Any investigation by the police or safeguarding agencies will take priority over an internal investigation by the college.

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An internal investigation should be held in abeyance pending the outcome.

If the outcome is a disciplinary charge further action should be in accordance with the Percy Hedley Foundation's disciplinary procedures.

Where it is decided no further action is necessary, a suspension should be lifted immediately and the College Principal should meet the member of staff to discuss his/her return to work. Other than in the event of dismissal the Principal should offer support and/or counselling to help rebuild a member of staff's confidence.

Support and/or counselling should also be offered to the child or children and young people.

A copy of the statement or the record of it should be kept on the child's/young person's personal timeline, not open to disclosure, together with a written record of the outcome. The Percy Hedley Foundation electronic Safeguarding Log will be completed by the Principal.

5.8 Procedures for dealing with safeguarding allegations about another student

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Hedleys College we believe that all children/young people have a right to attend college and learn in a safe environment. Children/young people should be free from harm by adults in the college and other children or young people.

We recognise that some children/young people will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the college's Promoting Positive Behaviour Policy.

Occasionally, allegations may be made against children/young people by others in the college, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child/young person, some of the following features will be found.

The allegation:

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- is made against an older child/young person and refers to their behaviour towards a younger child/young person or a more vulnerable child or young person
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children/young people in the college
- indicates that other children/young people may have been affected by this child/young person
- indicates that children/young people outside the college may be affected by this child/young person

At Hedleys College we will support the victims of peer on peer abuse by ensuring they are seen by the college's wellbeing team and referred to any other service as deemed suitable. Any organisational changes that need to be taken into account to protect the child/young person (including protecting their wellbeing) will be put into place.

5.9 Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding children/young people'.

5.10 Safer Recruitment Procedures

- On receipt of application
 - Check for any gaps in employment
 - Check for criminal convictions
 - Flag any gaps or convictions on the checklist for querying at interview
- Once shortlisted and candidate has accepted invitation to interview
 - Start reference process
 - Send candidate online DBS link and list of acceptable ID documentation
- At interview
 - Check ID and take relevant DBS ID
 - Query any gaps in employment
 - Take copies of relevant certificates
- Successful candidate
 - Process online DBS, Barred list also checked at DBS stage
 - Check Prohibition list Teachers with and without QTS
 - Check Prohibition list for non EEA teachers

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- Check Section 128 for all leadership positions
- Carry out telephone verification of references
- Arrange start date after original DBS certificate has been seen and checked
- Upon employment
 - Safeguarding training
 - Ensure employee reads and understands the current version of this policy document and signs acknowledgement form which includes option to log/note any points needing clarification

5.11 Disclosure and Barring Service checks

All staff are required to complete a Disclosure and Barring service Check (DBS), which has replaced the police records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children and young people during the application process. Staff who deliberately seek to mislead the college in respect of this will be subject to dismissal.

5.12 Whistle-blowing

Where there are concerns about the way that safeguarding is carried out in the college, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

All staff adhere to the staff code of conduct (Appendix 2)

6. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Chief Executive, supported by Heads of Education Services.

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This policy will be reviewed 6 monthly basis and updated accordingly. It is the responsibility of the Heads of Education to implement and ensure compliance with this policy and the responsibility of all members of the educational community adheres to this policy.

7. Associated Policies & References

Foundation Data Protection Policy

Foundation Confidentiality Statement

Foundation Code of Conduct Policy

Education E-Safety and Acceptable Usage Policy

Education Safeguarding Child Friendly Version

Education Sex and Relationships Policy

Appendix 1 - Signs and Symptoms of Abuse and Neglect

Keeping Children and Young People Safe in Education (September 2018)

Abuse: a form of maltreatment of a child or young person. Somebody may abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child/young person or children/ young people.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/ young person.

Emotional abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on the child's/young person's emotional development. It may involve conveying to a child/ young person 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/ young person 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/ young people. These may include interactions that are beyond a child's/ young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/ young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including

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cyberbullying), causing children/ young people frequently to feel frightened or in danger, or the exploitation or corruption of children/ young people. Some level of emotional abuse is involved in all types of maltreatment of a child/ young person, although 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/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/ young people to behave in sexually inappropriate ways, or grooming a child/young person 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/ young people.

Neglect: the persistent failure to meet a child's/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's/young person'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/ young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's/young person's basic emotional needs.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children/young people at risk of harm. Behaviours links to issues such as **drug taking, alcohol abuse, deliberately missing education and sexting** (also known as youth produced sexual imagery) put children/young people at danger.

Peer on peer abuse: this is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- Initiation / hazing type violence and rituals

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Peer on peer abuse can be associated with factors in or outside of college and can occur in or outside of college; considering these factors is known as contextual safeguarding and environmental factors should be included as part of any referral into children's services.

Preventing and Detecting Radicalisation in the UK

Hedleys College are fully committed to safeguarding and promoting the welfare of all its children/young people. As a college we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The College recognises we need to ensure the safety and wellbeing of our children/young people and to prevent people being drawn into terrorism and ensure they are given appropriate advice and support.

Wherever necessary, we aim to:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent individuals from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with multi agency teams appropriately if there are risks of radicalisation.

As part of the Counter Terrorism and Security Act 2015, schools and colleges have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children or young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our children and young people are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching core values alongside the fundamental British Values supports quality

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teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside college
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Child Sexual Exploitation (CSE)

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;

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- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Due to the nature of some children and young people's difficulties they are particularly vulnerable to abuse, particularly their difficulties with communication, learning and physical difficulties. Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children/young people with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;

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- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Forced Marriage

We do not support the idea of forcing someone to marry without their consent.

Staff must contact the DSL if they are aware of any concerns. These will be passed on to the relevant children's or adult social care department.

Under-age Marriage

In England a child/young person cannot legally marry until they are 16 years old (without consent of parents/carers) or have a sexual relationship

Any concerns should be referred to the DSL

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their

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daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child/young person might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency

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Appendix 2 - Staff Code of Conduct

Positions of trust

As a result of the knowledge, position and authority of their role, all adults working with children/young people are in a position of trust in relation to the people in their care. A relationship between a member of staff and a child/young person cannot be a relationship between equals. There is potential for exploitation and harm and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should avoid behaviour which might be misinterpreted by others and record any incident with this potential. Where a vulnerable person aged 18 or over is in a position of trust with a child or young person it is an offence to engage in sexual activity with or in the presence of that child or young person or to cause or incite that person to engage in or watch sexual activity.

Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare of people in their care. We recognise the value and benefits of having staff and others representing the school/college at a range of functions, events and levels including

- Courses and conferences

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- Meetings
- Boards and other bodies
- Educational and other visits
- Sporting events
- Fundraising and other events

Staff will be deemed to be representing the college if any or all of the costs of attending or time for attending has been provided through the college.

Representing the college at any function, event or level must always be authorised by the appropriate line manager and representation should be regarded as a privilege. All expenses claimed in relation to representation must be done so in line with the Foundation's policy and practice in this area.

The following, non- exhaustive, list of action may breach the above and have the effect of bringing the organisation into disrepute:

- Behaving in an offensive and/or inappropriate manner
- Expressing views publicly which would not be compatible with the aims and values of the college
- Failing to maintain the high standards of behaviour expected

Failure to represent the college positively may result in the termination of the privilege of representation or disciplinary action. Bringing the organisation into disrepute is a disciplinary matter.

When attending an event and being in a position of responsibility for children and young people, staff must ensure that the care and welfare of the children and young people is their prime role and must be able at any time, day or night, to carry out those duties effectively.

The professional bodies of any staff will also have a code of professional conduct that must be respected and considered at all times.

Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression. However, it is important that staff consider the manner of their dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure that they are dressed decently, safely and appropriately for the tasks they undertake.

Gifts

Staff need to be aware that they should not accept any gifts that might be construed as a bribe by other or lead the giver to have or expect preferential treatment. There are occasions when families, children and young people wish to pass on small token of appreciation to staff (for example, a Christmas gift or a thank you gift) and this is

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acceptable. However it is unacceptable to receive gifts on a regular basis or of a significant value. All gifts should be logged in the gift log book. Similarly it is inadvisable to give personal gifts to children and young people. This could be misinterpreted as a gesture or bribe or to single out that person and may be perceived that a “favour” of some kind is expected in return. All gifts received should be recorded in the gifts and hospitality book. Any reward given to children or young people should be within the agreed guidance, consistent with the behaviour policy and recorded.

Infatuations

It is possible for children or young people to be strongly attracted to a member of staff and develop an infatuation. All situations should be responded to sensitively maintain the dignity of all concerned. If a member of staff is aware of a child or young person becoming infatuated with him/herself or a colleague, this should be discussed with a Senior Manager and appropriate action taken, to avoid hurt and distress for all concerned.

Social contact

Staff should not seek personal friendship or social contact with children or young people to secure a relationship. It is important that the staff member exercises their professional judgement if a child or young person seeks this contact, and makes a response so that there can be no misinterpretation of intent. Staff should not give their personal details such as home/mobile numbers, home or email address to children or young people unless agreed with Senior managers.

Physical contact

See also intimate care policy

There are occasions when it is entirely appropriate for staff to have physical contact with the people in their care however it is important that they only do so in ways that are appropriate to their professional role.

Physical contact should be made in response to a child or young person's needs at the time, of limited duration and appropriate to their age, development, gender, ethnicity and background. Staff need to be aware that well intended contact may be misconstrued by the child/young person or by an observer or by anyone to whom the action is described. Staff should never touch in a way which may be considered indecent. They should always be prepared to explain their actions and accept that any physical contact is open to scrutiny. Staff should never indulge in horse play, tickling or fun fights.

All physical contacts must never be secretive or for the gratification of the adult. If a member of staff believes that an action has been misconstrued they should report this immediately to a Senior manager.

There may be occasions where the child or young person needs comfort in times of distress. Staff should consider the way this is offered, always tell a colleague when

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and how this comfort was given and record the situation. Extra caution will always be required if a child or young person has been a subject of previous abuse.

Any sexualised behaviour by a member of staff towards a child or young person is inappropriate and illegal. The sexualised behaviour includes engaging children/young people in watching sexual activity or pornographic material, as well as physical contact and penetrative and non-penetrative acts. This means that adults should never pursue sexual relationships with children or young people in or out of the Hedleys College, and any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative.

Staff should be aware that conferring special attention on one child or young person may be construed as "grooming" and this is a criminal offence.

Sports activities, showers and changing areas

Physical contact will be required at some times to perform a task or solely to demonstrate a task and this is acceptable. The child or young person should be informed of how this assistance is going to be given. Supervision of children and young people in showers and changing rooms must be appropriate to the age and gender of the person and sensitive to the dignity and privacy they are entitled to.

Staff should avoid unnecessary physical contact with children or young people in a state of undress and avoid any visually intrusive behaviour, announcing their entry to the changing room. Staff should not change in the same place as the children or young people or shower with them.

One to one situations

Staff sometimes need to work one to one with a child or young person. Staff should recognise their vulnerability in these situations and plan accordingly to ensure their safety and that of the person in their care. Staff should tell others where they are taking the child or young person and if possible leave the door to the room open. Risk assessment may need to be carried out for these situations.

Personalised care

All people who use the services of the Percy Hedley Foundation receive care, treatment and support from all staff who are committed to maximising people's choice, control and inclusion and protection of their human rights as important ways of meeting their individual needs and reducing the potential for abuse.

Children and young people who use services have access to appropriate information about what abuse is how to recognise the signs, what they should do if they or another person is being abused or suspect abuse, including relevant contact details under the safeguarding procedures. They should also know what they might expect to happen when a referral is made under the local safeguarding procedures. This is promoted through relevant curriculum and through information brochures and training.

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Children/young people / Work experience

We will ensure that people who use Percy Hedley Services benefit from staff (including volunteers, students, temporary and ancillary staff and practitioners working under practising privileges) who:

- Are honest, reliable, trustworthy and treat the people who use the service with respect
- Are competent to carry out their role and meet the needs of the people who use the services
- Have been subject to the necessary checks, so that the Foundation is assured that the worker is suitable for their role
- An appropriately qualified and experienced member of staff is appointed to supervise them
- Wherever it is possible, this supervisor is on duty at the same time as the new worker, or is available to be consulted
- New workers do not escort people away from the premises unless accompanied by a staff member for whom a full and satisfactory DBS check has been received

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