



Head of the Class Ltd

Safeguarding Students and Young People Policy

Safeguarding

Head of the Class is committed to providing the best possible care & education to its pupils and to safeguarding and promoting the welfare of students and young people.

Head of the Class is also committed to providing a supportive and flexible working environment to all its members of staff.

Head of the Class recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who shares this commitment.

Some of the ways we safeguard our students are as follows:

Head of the Class works in line with its practices and processes and makes sure that they are in line with new legislation and initiatives around the safeguarding of young people.

All staff are trained to recognise the signs of a student whose wellbeing is being compromised by physical or emotional abuse and/or neglect. They are also trained in how to manage disclosures from young people, and they also receive regular updates on safeguarding issues.

One member of Head of the Class's team, Abrar Al-habtari, has a specific responsibility for safeguarding and have been trained to become Designated Leads for Safeguarding and holds a complete Level 3 Children and Young People Workforce Qualification.

All adults who work for Head of the Class have been subject to a Disclosure and Barring Service check (DBS), and an Enhanced Disclosure and Barring Service check is carried out for all those working with students 18years of age & under. This means that Head of the Class has checked to ensure that any adult, working at Head of the Class, in any capacity, is an appropriate person to work with students and young people. Both checks will include a criminal records check.

Head of the Class ensures all its IT systems are secure and user histories are monitored.

The Head of the Class' Safeguarding policy is reviewed and updated annually.

The aims of Head of the Class' Recruitment Policy are as follows:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- To ensure that all job applicants are considered equitably and consistently



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- To ensure that no job applicant is treated unfairly on any grounds including race, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age
- To ensure compliance with all relevant recommendations and guidance including the recommendations of the Local Safeguarding Children's Board and Safer Recruitment in Education and the code of practice published by the Disclose and Barring Service.
- To ensure that Head of the Class Ltd meets its commitment to safeguarding and promoting the welfare of students and young people by carrying out all necessary pre-employment checks

Staff involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

Principles

***"The welfare of the student is paramount"* – Children Act 1989**

Students learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

We aim to provide a high quality setting which is welcoming, safe and stimulating, and where students are able to enjoy learning and grow in confidence. We will take all necessary steps to keep students safe and well and ensure the suitability of adults who have contact with them. We will promote good health, manage behaviour and maintain records, policies and procedures.

Policy Aims

For the purpose of this policy the "Working Together" 2018 definition of safeguarding and promoting the welfare of students will be used and is defined as;

- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

Staff at Head of the Class understand that safeguarding and promoting the welfare of students is everyone's responsibility. They will be alert to any issues or concerns in the student's life, at home or elsewhere, and they will maintain a student-centred approach at all times. They will be aware that students with special educational needs or disability are particularly vulnerable to being abused. They will maintain an attitude of *"it could happen"*



here” where safeguarding is concerned and they will always act in the best interests of the student.

The management and staff at Head of the Class are committed to:

- Establishing and maintaining a safe environment.
- Supporting students who have been abused and carrying out specific actions in accordance with the agreed student protection support plan.
- Providing a curriculum and experiences to enable students to develop the skills they need to stay safe from abuse including online abuse.
- Ensuring staff are able to identify students who may benefit from Early Help by identifying potential emerging problems or concerns and implementing strategies to avoid them escalating.
- Ensuring that staff are aware of the signs and symptoms of abuse and know the correct procedure for reporting and referring concerns.
- Ensuring that all staff are aware of the procedures to follow if they have a concern about another adult or a member of staff.
- Working in partnership with other agencies. This includes sharing information effectively, attending student protection conferences, core groups and other relevant meetings.
- Working in partnership with parents/carers.

All action will be taken in line with the following local and national legislation/guidance:

- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2018)
- Child Abuse Concerns: advice for practitioners (March 2015)
- The Children Act 2004 and 2006
- NICE; Child Abuse & Neglect Guidance (October 2017)
- Information Sharing: Advice for safeguarding practitioners (July 2018)
- The Prevent Duty-Departmental advice for schools and child care providers (July 2015)
- Child Missing in Education (September 2016)

Roles and Responsibilities

The Designated Safeguarding Lead (DSL)

Our Designated Safeguarding Lead is **Abrar Al-Habtari**

(The above will be displayed clearly in our centres for all to see).

During working hours there will be a DSL available at all times for staff to discuss safeguarding concerns.



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- The DSL will take lead responsibility for safeguarding students and ensure that all policies and procedures are implemented and shared with staff. They will liaise with local statutory students' services, and with the concerned Centre's Local Safeguarding Children Board. They will provide support, advice and guidance to other staff on an on-going basis, and on any specific safeguarding issue as required.
- The DSL and the training deputy will attend Level 3 Child Protection training as a minimum; this will be refreshed every 2 years. The DSL and the deputy will regularly (at least annually) update their knowledge and skills through attendance at training, attendance at update sessions, reading newsletters, email alerts etc.

Forms of abuse and neglect

Abuse is a form of maltreatment of a student and can either be caused through inflicting harm or failing to prevent harm. There are four categories of abuse; physical, emotional, sexual and neglect.

See definitions of Abuse - Working Together 2015 (appendix 1).

Staff training, qualifications and supervision

- All staff will complete Level 1 Basic Awareness Training every 3 years. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- The DSL will provide In-house Safeguarding training to staff every three years and to all new staff. The training includes advanced safeguarding awareness, roles and responsibilities, thresholds for interventions, student protection trends and the use of safeguarding supervision. It also covers the following subjects; peer on peer abuse, student sexual exploitation, harmful sexual behaviour (including sexting), female genital mutilation, student mental ill-health, parental mental ill-health, student criminal exploitation, domestic abuse, concerns about a student who may be at risk of being radicalised (for more information on the last subject please refer to Head of the Class' Prevent Duty Policy).
- All staff will be up to date on current legislation and reading material, this includes reading the DfE 'Keeping Students Safe in Education' and 'Working Together to Safeguard Students' documentation.
- The DSL will ensure all staff receive regular safeguarding updates through staff meetings, email, newsletters etc.
- All staff who have contact with students have regular planned supervision sessions which will include a discussion about students's development and well-being, including student protection concerns and reflections on safeguarding practice.
- Regular safeguarding supervision sessions are delivered by the DSL informally and as required.
- All staff will have a sufficient understanding and the use of English to ensure the well-being of students in their care.
- All new staff will receive induction training to help them understand their roles and responsibilities. Please see Staff Induction Checklist.



Procedures for responding to a disclosure of abuse

If a student discloses abuse, it is important for staff to respond appropriately:

- Listen to the student, without showing signs of shock or disbelief and avoid interrupting.
- Allow the student to make the disclosure at their own pace and in their own way.
- Do not interrogate the student. It is okay to ask for clarification, but leading questions should not be asked.
- The interviewing of students must be undertaken by trained Social Workers or Police Officers.
- Reassure the student, but do not make any promises to the student about not passing on the information – the student needs to know that you have to talk to someone who will be able to help them.
- Stress to the student that they have done the right thing by telling you.
- Record the information as accurately as you can, including the timing, setting, context and those present, as well as what was said. Do not exaggerate or embellish what you have heard in any way.
- Inform the DSL, or in their absence, the designated safeguarding deputies, **as soon as possible**.
- Complete Head of the Class' 'Concern/disclosure' Form, either by hand or on the computer. If sending by email, please mail to abrar.ah@head-of-the-class.co.uk, with the subject 'ATTENTION OF DLS'
- the DSL must still be informed in person / by phone and the document **must be password protected**. Any handwritten notes, even if copied onto an electronic form must be kept and passed to the DSL for filing. Copies must not be retained by staff.
- Follow the above procedure for reporting any concerns related to suspected abuse.
- Following a disclosure of abuse, students will be supported in the setting until safety is assured by an appropriate adult.

Visitors to the setting

Any visitor to the setting who receives a disclosure of abuse, suspects that abuse may have occurred or is concerned for the safety or welfare of a student **must** report immediately to the DSL or if unavailable to the Centre Manager. Please refer to Head of the Class' Visitors Policy & Notice to Visitors.

Procedures for Referral

If a student is in immediate danger or is at risk of harm a referral to FCP/MASH will be made immediately.

The DSL/deputy will contact LSCB/MASH by telephone for referrals on 01895 556 633.



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For Outside of Office Hours contact the Emergency Duty Team on 01895 250 111. (Hillingdon Borough)

Each Centre will have their own contact list which reflects the borough/area the centre is located.

The bellow applies to HC Centres within the Hillingdon Borough;

- The will Mash Referral form be sent securely using <https://www.hillingdon.gov.uk/interagencyreferrallform>
- The referral will be shared with the parent/carer, and where appropriate with the student/young person, unless to do so may place the student at increased risk of harm, in which case advice should be sought from FCP/MASH.
- If a student discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, FCP/MASH will be consulted before informing parents.
- If the student is already subject to a Child Protection Plan the allocated Social Worker will be contacted, they will advise when, and by whom, the parents should be informed. (See appendix 2 –flow chart)
- Staff will work closely with other agencies in implementing the actions of a student protection plan designed to support and protect the student. They will attend all student protection conferences, core groups and strategy meetings to support the student and family as necessary.
- Occasionally, situations arise when workers within one agency feel that the decision made by a worker from any agency on a safeguarding case is not in the best interests of the student. In this case please refer to the LSCB's Resolution of Professional Disagreements relating to the Safety of Students - Escalation Policy. The LSCB borough will depend on where the centre is situated and where that particular student's residing borough is. Head of the Class Centres currently refers to Hillingdon LSCB.

Early Help

'Providing early help is more effective in promoting the welfare of students than reacting later. Early help means providing support as soon as a problem emerges, at any point in a student's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a student has returned home to their family from care.'

At Head of the Class, staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed.

In addition the following students are more likely to require some form of early help:

- students with disabilities
- students with special educational needs
- young carers



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- students displaying signs of antisocial or criminal behaviour
- in family circumstances presenting challenges, including family breakdown
- students who have returned home from care

Due to the nature of the service we provide, many of our pupils are already open cases to Early Help Record and Plan, Child in Need or Child Protection Plan. Where pupils are not open to any these, and staff have emerging concerns about a student (as opposed to a student being in immediate danger) they will follow the early help process.

This will include identifying emerging problems, discussing concerns with the DSL, sharing information with other professionals to support early identification and assessment where necessary.

Support provided as part of our Early Help Offer

- The Designated Safeguarding Lead will act as the lead professional for these cases will use the signs of safety approach.
- Students are offered one-to-one time to discuss how they are doing on a regular basis as part of Head of the Class's ethos for promoting social, emotional and mental health well-being alongside their academic development.
- The DSL may also refer students to outside agencies such as the OPAL team, STEP, Young Carers or Memory Makers, Youth Offending Team amongst others.
- Early Help cases will be kept under constant review and if the situation doesn't appear to be improving consideration will be given to a referral to FCP/MASH.

Record Keeping

All records must be dated and signed and passed onto the DSL or deputies. The quality of student protection records will be regularly monitored by the DSL and management.

- All handwritten records will be retained, even if they are subsequently typed up in a more formal report.
- Written records of concerns will be kept, even where there is no need to make a referral immediately.
- An individual student chronology is kept alongside the concern sheets, which can be accessed by the DSL/deputies through password protection. The chronology will be reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting any action taken.
- Any injuries will be marked on a body map, **photographs will never be taken** (Appendix 3)
- Where concerns do not meet the threshold for a referral to FCP/MASH, consideration will be given to the appropriateness of completing an Early Help Record and Plan (EHRP)



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- All records relating to student protection concerns will be kept in a secure place and will remain confidential. They will not form part of the pupil's developmental records and will be kept separate from other records.
- Where a student transfers to centre or moves to a new setting, student protection documentation will be transferred to the receiving centre/setting within 14 days, preferably by hand. If hand delivery isn't possible, postal delivery will be followed up with a telephone conversation. The original documents will be transferred and a receipt for handover will be obtained.
- Records will be retained in line with the Local Authorities Guidance on the Transfer and Retention of Children Protection Records (LSCB website).

Parental Involvement

We are committed to helping parents/carers understand our responsibility for the safety and welfare of all pupils.

- Parents/carers can access the centre's Safeguarding Children and Young People Policy online. Parents will be made aware of the policy during their induction meeting and will be asked to sign a statement to say they understand the setting's student protection responsibilities.
- Where consent to share information is declined by parents during their student's induction, parents are made aware that if concerns regarding their student's wellbeing should arise, Head of the Class has a duty of care to report such concerns to appropriate agencies.
- Student protection or welfare concerns will usually be discussed with parents/carers. Where a referral to FCP/MASH is needed, the agreement of parents/carers will be sought before making the referral, unless to do so may place the student at increased risk of harm. If a student is subject to a student protection plan, then the allocated social worker will be informed as soon as possible. A lack of agreement from the parent/carer will not stop a referral going ahead.

Safer Recruitment

We endeavour to create a culture of safe recruitment. We ensure that staff working with students are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with students (including those living or working on the premises) are suitable. We request enhanced Disclosure and Barring Service checks and disqualification checks for all staff prior to commencing work. For more information, please refer to our Safer Recruitment Policy.

Alleged Abuse by Staff

An allegation may indicate that a member of staff has;

- Behaved in a way that has harmed a student, or may have harmed a student.
- Possibly committed a criminal offence against a student;
- Behaved towards a student that indicates he/she would pose a risk of harm to students.



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- As soon as an allegation is made the Local Authority Designated Officer (LADO) will be contacted through FCP/MASH 01895 556 633
- Ofsted will be informed of the allegation within 14 days.
- LADO advice on appropriate action to take will be followed.
- Staff will report an allegation about a member of staff immediately to the Director/Safeguarding Lead, unless they are the subject of the allegation. The Director/Safeguarding Lead will then proceed as above.
- Where the allegation is against the Director/Safeguarding Lead, the member of staff will contact the LADO as above.
- An allegation must not be discussed with the alleged perpetrator or other members of staff, unless advised to do so by the LADO.
- In exceptional circumstances it may be necessary to protect the student, by contacting the police, before contacting the LADO.
- The setting will make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff is removed from their position, or if they leave while under investigation.

As part of their induction procedure staff will be directed to read the “Keeping Safe in Education 2018” and our Whistleblowing Policy.

The Curriculum

We will provide a curriculum that encourages students to talk and be listened to. Students will be provided with opportunities to develop the skills they need to recognise and stay safe from abuse across all areas of learning. Students will learn that their views are valued and respected.

Online safety – Students will be taught about keeping safe online through educating them about safe online procedures and by educating their parents about the dangers of the internet through leaflets, posters, newsletters etc. Where students have access to the internet, we will ensure that they are protected from harmful and inappropriate online material by putting effective monitoring and filtering in place. Please refer to Head of the Class’ E-Safety Policy.

Use of Mobile Phones and Digital Photography

We have a written policy for the acceptable use of mobile phones, cameras and other digital media in our setting.

See our Student Code of Conduct & Rules:

“refrain from using mobile phones to make calls, send SMS messages, surf the internet, play games, take photos or use any other applications during lessons. Unless expressly permitted.”

- The only mobile phone to be used is the work mobile and this must only be used with the permission of the manager. The work mobile will be open to scrutiny at all times



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- The work mobile will only be used in designated areas for example not in toilets, changing areas or sleeping areas.
- Staff mobiles and other digital media will be kept in a designated area and will not be carried on a person when students are present. Staff may use appliances before and after sessions, and when students are not present.
- Visitors, parents, contractors etc are made aware that phones and other digital media are not to be used in designated areas and that no photographs, videos or audio recordings are permitted in the setting.
- Staff will take photographs of students using the work photographic equipment; no personal equipment will be used. The work photographic equipment will be open to scrutiny at all times.
- Photographs will not be taken in sensitive areas such as toilets or nappy changing areas.
- Written permission will be obtained from parents/carers for appropriate use of photographs/digital images to record students's progress.
- Students's images should only be taken off site securely with the prior permission of the Centre Manager.

Information Sharing and Records

- We will maintain records and obtain and share information with parents/carers, health professionals, the police, social services and Ofsted as appropriate and in line with "Information sharing advice for safeguarding practitioners" 2015
- We will enable a regular two-way flow of information with parents/carers, and between providers if a student is attending more than one setting.
- Confidential information and records about staff and students are held securely and only accessible and available to those who have a right or professional need to see them.
- We are aware of our responsibilities under the Data Protection Act (DPA) 1998 and the Freedom of Information Act 2000. We will register with the Information Commissioner's Office as appropriate.
- All staff read the centre's Confidentiality Policy as part of their induction procedure and signed the Confidentiality Agreement. Information will be shared on a strictly "need to know" basis.
- Records relating to individual students will be retained for a reasonable period of time in line with current legislation.

This Safeguarding Students and Young People Policy applies to all staff, managers and volunteers working in the setting.

Review

This policy will be reviewed on an annual basis and updated where appropriate, however amendments will be made as and when necessary throughout the year. Staff will be made aware of any amendments.

Reviewed by: Abrar Al-Habtari Date: 01.01.2019 Next Review: 01.01.2020



Appendix 1 – Definitions of Abuse “Working Together” 2015

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a student.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a student such as to cause severe and persistent adverse effects on the student’s emotional development.

It may involve conveying to the student that they are worthless, unloved or inadequate, or valued in so far as they meet the needs of another person.

It may include not giving the student 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 of the student, as well as overprotection and limitation of exploration and learning, or preventing the student participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another or serious bullying (including cyberbullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of a student.

Some level of emotional abuse is involved in all types of maltreatment of a student, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student 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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student 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 students.

Neglect

Neglect is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a student 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 student 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.
- Respond to a student's basic emotional needs.



Appendix 2

Sharing / recording concerns

An individual with concerns about a student records these and shares these with [the Designated Safeguarding Lead \(DSL\) Abrar Al-Habtari](#) or the Centre Manager as soon as possible.



Consideration

The DSL will consider the information, in the context of any other concerns / disclosures, and decide on next steps. Where possible this should be done in consultation with others in the safeguarding team. Parents / carers should be involved at this stage, **unless to do so may place the student at increased risk of significant harm, in which case advice should be sought from Family Contact Point.**



Referral to students's social care

The DSL will make a telephone referral in the first instance to Family Contact Point.

This must be followed up within 24 hours with a written referral, using form RF1.

The RF1 form must be signed and dated by the referrer.

If a student discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the setting must consult the Duty Social Worker before informing parent/s.

No referral to students's social care

Actions will be agreed to monitor the student and support the student / family where needed.

An Early Help Record and Plan (EHRP) should also be considered at this stage.



Children's social care consideration

Children's social care decides within 1 working day what action will be taken, including if an assessment is needed and will **feedback to the referrer.** This decision will be made using the **Hillingdon LSCB threshold document.**



Assessment

Students's social care completes the assessment within 45 working days of the referral; it could be a section 17 or section 47 assessment. All schools and colleges should allow local authorities access to facilitate arrangements.

No Assessment

If the information supplied in the referral does not meet the threshold, an EHRP should be started and/or onward referral to other specialist or universal services; **students's social care will feedback to the referrer.**

If the student's situation does not appear to be improving the referrer should press for re-consideration.



Appendix 3

