

**Plymouth
School of
Creative Arts**

make
discover
perform

Safeguarding and Promoting Student Welfare Policy

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PSCA -- Safeguarding and Promoting Student Welfare Policy

(This policy should be read in conjunction with the 'Child Protection and Staff Training' policy)

Foreword

Plymouth School of Creative Arts (PSCA) is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for children and young people as participants and for the staff, whose involvement is integral to the development of quality opportunities and services. Safeguarding children is a priority for PSCA and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.

This policy provides a generic statement about what parents, the community, young people and staff can expect from us as minimum standards in the area of safeguarding. The policy and procedures will be transparent and open to inspection by anyone, and details how concerns about the wellbeing of young people will be responded to. It provides a reference point for all in our quest for making young people's lives as safe as possible. We are aware that we cannot do this alone and, will expect staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of PSCA.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care

As a school, we also recognise the additional definition cited by Ofsted:

- Taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This document makes a commitment to review and to adapt to change in a positive stance on all areas of safeguarding. This policy is mandatory for all staff working for or on behalf of PSCA. The policy and procedures will be reviewed whenever there is a significant change in Safeguarding and Child Protection legislation.

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1. Introduction

1.1 It is the policy of PSCA that all young people have a right to be safe and for their welfare to be paramount. The following procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and young people and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

1.2 We expect agencies and organisations and other stakeholders, with a remit for working with young people that we work with or who use our facilities, to adhere to our procedures as a minimum standard or operate their own effective Safeguarding and Child Protection Policies.

1.3 This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults.

1.4 This document should be read in conjunction with the guidance in the publication **Working Together to Safeguard Children** -- A guide to inter-agency working to safeguard and promote the welfare of children (March 2015)

1.5 This document is informed by guidance that also includes:

- Keeping children safe in education (*Statutory guidance for schools and colleges*; July 2015)
- Keeping children safe in education (*Information for all school & college staff*; July 2015)
- Disqualification under the Childcare Act 2006 (*Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools*; July 2015)

2. Responsibilities

2.1 PSCA Governing Body will:

- Accept the responsibility to implement procedures to provide a duty of care for young people to safeguard their well-being and protect them from abuse
- Respect and promote the rights, wishes and feelings of young people
- Recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them
- Require staff to adopt and abide by PSCA Safeguarding Policy and Procedures
- Make people feel confident in reporting any issues relating to safeguarding and child protection

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- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures if required.

3. Principles

3.1 The guidance given in the procedures is based on the following principles;

- The welfare of young people is the primary concern
- All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse
- It is everyone's responsibility to report concerns, but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately
- Confidentiality will be upheld at all times and in line with the Data Protection Act
- There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within any organised activity, service or programme
- Discrimination, prejudice and oppressive behaviour or language are unacceptable within all activities, programmes or services.

4. Definitions and types of abuse

4.1 It is not always easy to recognise a situation where abuse may occur or has already taken place. PSCA staff have a responsibility to act if they have any concerns about the behaviour of an individual towards a young person. PSCA staff will discuss any concerns they may have about the welfare of a young person immediately with the Designated Senior Person (DSP) -- **See 'Child Protection and Staff Training' policy**

4.2 PSCA recognises the following as definitions of abuse.

Significant Harm

There are no actual criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, the presence of degree of threat, coercion, sadism and bizarre or unusual elements. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage physical and psychological development.

Physical Harm

Physical abuse causes harm to a person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a failure to prevent injury occurring. It can also occur when a parent or carer fabricates the symptoms of or deliberately causes ill health to a child whom they are looking after.

Neglect

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Neglect is the persistent or severe failure to meet a young person's basic physical and/or psychological needs, likely to result in serious impairment of health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, basic emotional needs.

Sexual Abuse

Sexual abuse involves a young person being allowed, forced or coerced into participating in or watching sexual activity. It is not necessary for the young person to be aware that the activity is sexual and the apparent consent of the child is irrelevant.

Emotional Harm

Emotional Harm occurs where there is persistent emotional ill treatment or rejection such as to cause severe and adverse effects on the young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to young people that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional harm is present in all forms of abuse.

Financial Abuse

This is when a child, young person or vulnerable adult is exploited for financial gain. Often valuables go missing in the home or there may be a change in the financial circumstances of the adult which cannot be explained.

Domestic Violence and Bullying

Domestic Violence and Bullying are recognised as additional types of abuse as they can cause immense emotional harm. However, they are not currently included in the official definitions of abuse.

Radicalisation

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

In order for our school to fulfil the Prevent duty, it is essential that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. We understand that protecting children from the risk of radicalisation is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Assessment of individual vulnerability is a key and on-going function of our school's practice.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is child abuse and a form of violence against women and girls, and will be dealt with as part of our existing child and adult safeguarding/protection structures, policies and procedures, with appropriate specific training and support.

Our school's statutory safeguarding responsibilities are set out in *Keeping Children Safe in Education* (July 2015) and are reflected in our school policies in relation to staff and student welfare.

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5. Responsibilities and Procedures

5.1 Designated Staff with Responsibility for Safeguarding --- The headteacher has the overall responsibility for Safeguarding children and young people. The School will have a key team of Designated Persons that sit within the Building Learning Capacity team.

5.2 The Designated Persons will be responsible for:

- Ensuring they assess the information disclosed promptly and take appropriate action
- The promotion of positive Safeguarding procedures and practice within the School
- Ensuring that staff receive training in Safeguarding in-line with the Policy Statement including volunteers and co-ordinate the training
- Keeping staff informed of good practice and new legislation and guidance
- Liaising with primary and secondary schools which send pupils to PSCA to ensure that appropriate arrangements are made
- Knowing how to contact and establish links with the Local Authority and Local Safeguarding Children's Boards and the relevant people within the children's, adult services or Police
- Ensuring safe recruitment practices are in operation
- Monitoring and maintaining confidential records of any Safeguarding/Child Protection concerns, referrals, or complaints (even where that concern does not lead to a referral) and feedback to the School on the quality of their Safeguarding work

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- Providing advice and support to other staff on issues relating to Safeguarding
- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB
- Reviewing the school's Safeguarding policies and procedures
- Ensuring that Safeguarding is promoted to all pupils and staff through inductions and education

5.3 Reporting & Recording. All staff have a responsibility to notice, record and report Safeguarding Concerns; understanding our school's process for responding appropriately and effectively to Safeguarding concerns is a core part of staff training and the induction process for all those who work within the school (Appendix 2).

5.4 Allegations Against Staff --- All staff should take care not to place themselves in a vulnerable position with students of any age. It is always advisable for work with individual students to be conducted in view of other adults.

5.5 Safeguarding Procedure: Dealing with Disclosure of Abuse and Procedure for Reporting Concerns --- All those whose work brings them into contact with young people and their families should be aware of the procedures they must follow. If staff are concerned that a child, young person or vulnerable adult has been mistreated, either physically, emotionally, sexually, financially or by neglect, or if a child, young person or tells a member of staff about possible abuse, all staff must listen carefully and stay calm and follow the guidelines in the staff handbook and displayed throughout the school (see Appendix 2).

5.6 PSCA's 'Anti-bullying' Policy covers more detailed information about the school's approach to bullying and should be referred to if bullying is suspected.

6. Prevention of abuse and recruitment issues

6.1.1 Recruitment and training of employees who will have direct or indirect contact with young people needs careful planning to be complementary to safeguarding procedures outlined above.

6.1.2 The term 'direct' contact with young people refers to a member of staff who has responsibility for young people in a supervisory role. It is usual in this situation for parents/guardians not to be present. The term 'indirect' contact with young people refers to an employee that may come into contact with young people during the course of their work

6.1 Procedures for recruitment

6.1.1 PSCA will follow the guidelines below:

- Vacancy advertised (where appropriate)
- Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be DBS checked
- Applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing
- Shortlist prepared

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- References -- Sought directly from referee on short listed candidates, ask recommended specific questions, include statement about liability for accuracy. On receipt checked against information on application; scrutinised. Any discrepancy/issue of concern noted to take up with applicant (at interview if possible)

6.2 The recruitment and selection checklist

6.2.1 PSCA will follow the guidelines below:

- Invitation to interview - Includes all relevant information and instructions
- Interview arrangements - There must be at least 2 interviewers: panel members must have authority to appoint and have met and agreed issues and questions/assessments criteria/standards. The School Headteacher and one governor must have passed the Safer Recruitment course
- Interview - Explores applicants' suitability for work with children as well as for the post
- N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate **original** documents: copies of documents taken and placed on file; where appropriate applicant completed application for Enhanced DBS Disclosure
- Conditional offer of appointment – pre appointment checklist -- Offer of appointment is made conditional on satisfactory completion of the following pre---appointment checks and for non---teaching posts a probationary period
- References (if not obtained and scrutinised previously)
- Identity (if that could not be verified straight after the interview)
- Qualifications (if not verified on the day of interview)
- Permission to work in UK if required
- DBS – Where appropriate satisfactory Enhanced DBS Disclosure received
- LIST 99 – person is not prohibited from taking up the post
- Health – the candidate is medically fit
- QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS)
- Statutory Induction (For teachers who obtained QTS after 7 May 1999)

6.3 Training

6.3.1 In addition to pre-selection checks, the safeguarding process includes training after recruitment to help employees to:

- Analyse their own practice against established good practice, and ensure their practice reduces the likelihood of allegations against them
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse
- Respond appropriately to concerns expressed by a young person
- Work safely and effectively with young people

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PSCA:

- Will nominate a person as a Designated Senior Person as the Child Protection lead (*see Appendix 1 for name of DSP, their role and responsibilities*)
- Staff working with young people will attend recognised Child Protection awareness training as soon as this can be arranged following their appointment
- Training levels will be appropriate to staff contact with young people and their responsibilities for child welfare within PSCA
- Appropriate training will be provided for staff who may have indirect contact with young people during the course of their work
- The DSP will receive specific training to support their more enhanced role

6.3.2 Records will be kept of all staff training, naming individuals and detailing what training they have received and when. These will be kept with the Central Register. (See below) A Schedule of Training will be kept and included as part of the induction process for new staff.

6.4 Disclosure and Barring Service (DBS) Checking

6.4.1 All personnel who come into contact with children, whatever their status will be subject to an Enhanced DBS check, including Governors. The Office Manager will have responsibility for rigorously maintaining the Central Register. This will be overseen by the Deputy Headteacher (*Process & Potential*).

6.4.2 DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.

6.4.3 The Central Register will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

7. Code of Behaviour for Staff

7.1 In order to ensure adherence and understanding, all individuals working for or on behalf of PSCA will behave in an appropriate manner towards all students. Young people taking part in school activities will be expected to treat each other with mutual respect and dignity. School staff will ensure that acceptable standards of behaviour are communicated to students.

Further details of our expectations with regards to behaviour, including rewards and sanctions, can be found in the PSCA 'Behaviour & Attendance Policy'.

7.2 In the course of preventing abuse to young people PSCA has established guidance and procedures related to activities and services.

7.2.1 Use of photography, video recording, image recording and mobile phone cameras

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

7.2.2 When using professional photographers or inviting the press to a school activity, PSCA will:

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- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events

7.2.3 Parents and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use professional photographic equipment

- Individuals registered to use professional photographic equipment will be issued with identification
- Young people and their parents will be informed to report any concerns to the event organiser
- Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

7.3 **Organised photographic opportunities** --- The majority of promotional and press releases are organised through PSCA Strategic Leadership Team. These are generally agreed by both parties in advance. We undertake not to use the young person's images unless we have written consent for both the taking and publication of films or photographs from the parent. Specific permission will be sought if the images are to be used on PSCA website.

7.4 When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times. If there is any doubt about the ID, the Headteacher should be contacted. PSCA will ensure that the young person's names are not mentioned in publications if requested by the parents/guardians.

7.5 **Internet** --- PSCA operates secure access to the internet through the Internet provider, preventing access to inappropriate web sites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Policy and Procedures.

7.6 PSCA will follow the DfE guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet. Further details are included in the school's Bring Your Own Device (BYOD) Acceptable Use Policy (AUP) – 1st Sep 2014

8. Responding to disclosures, suspicions and allegations

8.1 The appropriate responses are contained in the '*Child Protection & Staff Training Policy*'.

9. Links to other Policies

9.1 The following policies should be read in conjunction with this policy.

- Child protection & Staff Training policy
- Behaviour & Attendance policy
- Recruitment and Procedures policy

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- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy
- Confidential Reporting (Whistleblowing) Policy
- Guidance for Safer Working Practice
- Data Protection Policy

10. Review

10.1 This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance.

Appendix 1

ROLE OF DESIGNATED SENIOR PERSON FOR SAFEGUARDING & STUDENT WELFARE

Name of Designated Senior Person (DSP: Child Protection Lead): Mike Beard

Deputy Designates: Sue Anderson, Jen Chudley, Dave Strudwick

The role of the DSP:

We recognise the vital importance of the designated senior person for child protection within school to:

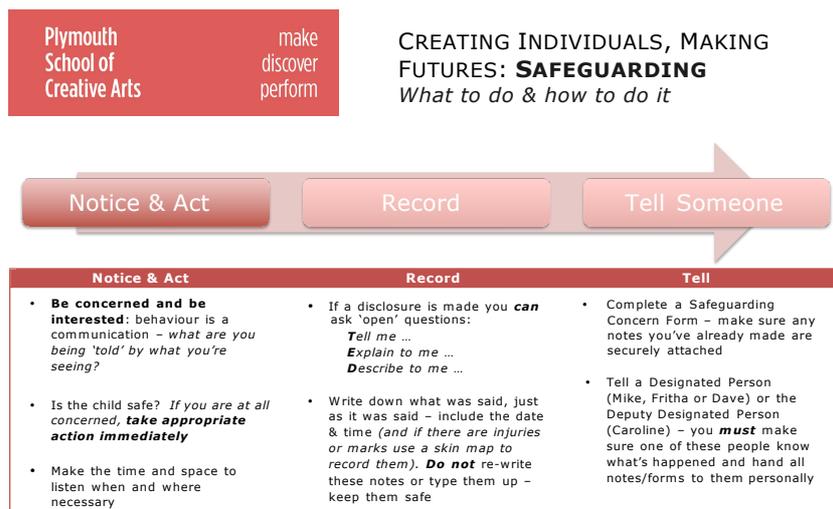
- Receive all concerns from staff and volunteers in relation to child welfare.
- Co-ordinate action within school and liaise with children's social care and other organisations over cases of abuse or suspected abuse.
- Act as a source of advice within school.
- Ensure that all staff are familiar with policy and procedures.
- Ensure that clear accurate records of incidents/concerns and decision –making are kept confidentially and securely and are separate from pupil records.
- An indication of further record keeping should be marked on the pupil record.
- Refer individual cases of suspected abuse and neglect to Children's Services

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- Discuss uncertainty with Children’s Social Care or Safeguarding in Education Development Officer.
- Ensure that school are represented at Case Conferences and reviews and core groups.
- Attend training in Child Protection (every 2 years minimum) and keep up to date with knowledge to enable them to fulfil their role.
- Organise training for staff and volunteers (every 3 years minimum).
- Ensure that when a child, who is subject of a child protection plan, moves school their confidential file is transferred immediately and their social worker, is informed.
- Ensure that social workers are kept informed in a timely manner of any developments for children subject to a child protection plan including unexplained absence.
- Provide, with the headteacher, an annual report for the governing body detailing
 - Any changes to the policy and procedures;
 - Training undertaken by the Designated Senior Person, their deputy and by all staff and governors;
 - Relevant curricular issues:
 - Number and type of incident/cases,
 - Numbers of referrals to Children’s Social Care and
 - Numbers of children subject to a protection plan. (anonymised)

Appendix 2

Recording & Reporting of Safeguarding Concerns; Process & Forms



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