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Safeguarding Children (Child Protection Policy)

Statement of intent

Artisans wants to work with children, parents and the community to ensure the safety and protection of children and to give them the very best start in life.

Legal context

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015*
- *Hertfordshire Local Authority advice*
- *With reference to- The Protection of Freedoms Act 2012, Disqualification under the Childcare Act 2006 March 2015, Preventing and Tackling Bullying 2014, Statutory Framework for the Early Years Foundation Stage (EYFS) 2014, Teacher misconduct: regulating the teaching profession March 2014 (and related guidance), Use of Reasonable Force in Schools 2013 , 'What to do if You are Worried a Child is Being Abused' amended 2015. -*

To be read and used in conjunction with:

Behaviour policy, Classroom etiquette, Guidance for safer working practices with children, First Aid, Food and Drink, Lost and uncollected children, Media, mobile phones, Physical Restraint (shortly to become positive handling), Safer Recruitment, Security, SEND, staff allegation, staff etiquette, staff protection, Substances, Prevent Duty, Whistleblowing

Aims

Our aims are to:

- create an environment in Artisans which is safe and secure for all children and staff;
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches;
- encourage children to establish and sustain satisfying relationships within their families, with peers, with older and younger children and with other adults;
- encourage children to develop a sense of autonomy and independence;
- instil British Values as described by the Common Inspection Framework and the values of Artisans
- work with parents to build their understanding of and commitment to the welfare of all our children.

In order to fulfil these aims:

- All our staff receive training in Safeguarding Children which we aim to update training every three years
- We have at least two designated Safeguarding Children teachers who have extended training
- We follow the guidelines laid down by the Local Safeguarding Children Board
- We include safeguarding matters and children causing concern as items in our staff meetings every week
- All members of staff know Artisans procedures for recording and reporting incidents and concerns
- In consultation with parents/carers we are able to refer children for additional help through the Common Assessment Framework
- We have procedures for contacting the local authority for issues relating to safeguarding childrens wellbeing
- If a report is to be made to the authorities, we take advice from the Children's Services in deciding whether we must inform the child's parents at the same time.
- We notify our registration body (Ofsted) of any incident pertaining to a member of staff in relation to the welfare of children as per the advice of our LADO.

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Procedural changes

Safeguarding Children is an area under constant review, we will at all times follow the latest government or county recommendations in the procedures we follow. These may have slight variance to those stated below but any significant changes will be amended in this document.

How we ensure that Children are safe and protected

Staffing and volunteering

- We have several named persons who have full training to coordinate Safeguarding Children issues, Ruth Martin, Ruth Rawlings, Liane Rowlett.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- All adults have a direct duty to maintain the wellbeing of children in their care.
- Applicants for posts within Artisans are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out Enhanced DBS checks and take-up references before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information. Employment history gaps are scrutinized.
- As appropriate staff are also vetted through the ISA
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at Artisans or has contact with the children.
- Volunteers do not work unsupervised and never supervise intimate care.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of Safeguarding Children concern.
- We have procedures for recording the details of visitors to Artisans.
- We take security steps to ensure that we have control over who comes into Artisans so that no unauthorised person has unsupervised access to the children
- We ensure all adults sign a disclaimer for disqualification by association
- As part of the appraisal structure all staff are routinely asked if there is anything new they need to declare

Routines and Relationships

- We have strong key worker relationships built very early for each child
- Key workers work in pairs to ensure children always have a known adult present and each adult is continuously peer observed
- Key worker pairs also allows professional dialogue and observation to be shared and discussed, key workers formally meet twice a week.
- The strong team ethic of Artisans ensures lots of adults care for the well being of every child at all times
- Key workers main responsibility is to listen and observe and give time to each child and these are the key features in identifying children at risk
- There is an open culture in which raising concerns is expected and accepted and acted upon
- We retain a culture of vigilance

Physical security

See our security policy.

Mobile phones and cameras

Please see our Media policy and our Mobile Phone policy as we take these very seriously in relation to Safeguarding Children.

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Disciplinary Action

Where a member of staff or a volunteer is dismissed from Artisans or internally disciplined because of misconduct relating to a child, we notify Ofsted and the Department of Health so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Training

All of our staff have received training on Safeguarding Children Issues. We seek out training opportunities for all adults involved in Artisans to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff are aware of the procedures for reporting and recording their concerns in Artisans.

Induction of new staff will include safeguarding policy and process on the first day of employment which is revisited routinely thereafter throughout employment.

We are aware of the requirements to respond to the threats of radicalisation and ensure key staff are trained in this area as well.

Planning

The layout of the room and outdoor space allows for constant supervision.

Curriculum

- We create within Artisans a culture of value and respect for the individual.
- We ensure that this is carried out in a way that is appropriate for the ages and developmental stages of our children.
- We introduce key elements of Safeguarding Children into our curriculum and planning so that children can develop an understanding of why and how to keep safe. (e.g. Stranger Danger, Road Safety, self respect, personal hygiene)

Complaints

- We ensure that all parents know how to complain about staff or volunteer action within Artisans, which may include an allegation of abuse, and that this process is simple and available to all
- We have a procedure on Allegations made against a member of staff
- We notify Ofsted and the Children's Services when we receive an allegation made about a member of staff, in line with our procedure (see separate policy).
- We follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.

Prevent Duty

We promote the British Values of; democracy, rule of law, individual liberty and mutual respect, tolerance of those with different faiths and beliefs. We do this through role modelling and our curriculum. We ensure we are vigilant to recognise children who may be vulnerable to radicalization, extremism or terrorism.

If we suspect abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual, neglect or cause for grave concerns.
- We are aware that some children may face immediate risk of significant harm and others may face possible risk of harm and we respond accordingly.
- When children are suffering from abuse, this may be demonstrated through changes in their behaviour, in their language or in their play. Where such changes in behaviour occur, or where children's play gives

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cause for concern, Artisans will record observations and follow necessary procedures to investigate if necessary.

- We allow investigation to be carried out with sensitivity. Staff in Artisans take care not to influence the outcome by using appropriate language and tones of voices and ensuring they do not ask leading questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals. We seek parent's permissions before making a referral unless by seeking this permission we may be putting a child at further risk.
- We work co-operatively with the parent unless this is inconsistent with the need to ensure the child's safety

Disclosures made to us

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

The member of staff does not question the child - the golden rule is observe and listen but do not probe. They do not offer complete confidentiality but say they will only speak to others who can help the child.

Teachers are well placed to observe outward signs of abuse, changes in behavior or failure to develop or thrive. Categories for concern are:

Neglect

The persistent or severe neglect of a child which results in serious impairment of the child's health or development.

Physical Abuse

Physical injury to a child - reasonable suspicion that the injury was inflicted or knowingly not prevented.

Sexual Abuse

The involvement in sexual activities to which the child was unable to give informed consent, including female genital mutilation.

Emotional Abuse

Persistent or severe emotional ill treatment or rejection.

Grave Concern

Children whose situations do not currently fit the above categories but for whom there is significant risk of abuse.

Recording and Reporting suspicions of abuse and disclosures

Staff make a record of:

- The child's name; address, date of birth;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time;
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.

The member of staff will discuss the incident with the Designated Safeguarding Lead and a decision will be made about who should be notified. If we feel it necessary to take a further professional opinion the

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Children's Services will be contacted immediately. We will take advice from them regarding information then given to parents. Once contact with external agencies has been made we will follow their advice.

In a case where a child is not in immediate danger we try to discuss the matter with parents before making any referrals. However it is the welfare of the child which is paramount and this is at the forefront of all our actions. If we reasonably feel that speaking with a parent will place the child at greater risk we will not do so. We are aware that many children have suffered because of lack of communication between agencies, and that government guidance now encourages the full sharing of information. We shall therefore use our professional judgement in sharing information with the agencies that 'need to know', being open and honest with parents and children as to why we feel we need to share the information whenever possible.

Full records of conversations will be maintained when any referrals or discussions are held with any other agencies or with parents prior to a referral. These records will include dates and times of the conversation, who we speak to, and the advice we were given.

Informing Parents

We will always aim to involve parents in any referrals before they are made. However if a suspicion of abuse is recorded, and the child is considered at risk an immediate referral will be made to the Children's Services and we will take their advice on informing parents.

Following a conclusion to any investigation Artisans will do all it can to cement its relationships with families wherever this supports the wellbeing and needs of the child.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. If there are concerns within Artisans it is important that the Designated Safeguarding Lead is made aware of them. However children will work with a number of different adults within Artisans and they should also be made aware that there are concerns about an aspect of well-being of the child in question in case they are in a position to observe any contributing factors. Any information shared with external agencies is done under the guidance of the Local Safeguarding Children Board.

Concern without immediate risk

For cases where there is not an immediate child protection concern we may consider a Families First early help assessment to enable a range of professionals to work together and decide how best to support the family's needs. A referral form is available.

0300 123 4043 will be called to ask for early help and advice to support a family through early help/Families First assessment.

Families first portal www.hertfordshire.gov.uk/familiesfirst;

email familiesfirstassessment@hertfordshire.gov.uk

Support to families

- Artisans takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.

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- Artisans continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Local Safeguarding Children Board.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

Designated Staff Member

Ruth Martin, Ruth Rawlings, Liane Rowlett

Role	Name	Contact details
Designated safeguarding lead (DSL)	Ruth, Ruth, Liane	07795 510130 or 07884 000 651
Local Authority Designated Officer (LADO) Manages any allegations on volunteers and staff.	Tony Purvis	01992 555 240/07795 288271/ 07920 283106
Children's Social Care - for reporting concerns and making referrals	Duty and Assessment Team incl out of hours	0300 123 4043 ext 101
Hertfordshire Safeguarding Board, Rm 147 Postal Point CHO143 County Hall Hertford Hertfordshire SG13 8DF	Child protection school liaison officer-Frazer Smith	Admin.hscb@hertfordshire.gov.uk 01992 588168 frazer.smith@hertfordshire.gov.uk main offices 01992 588 757
Head of child protection The Child Abuse Investigation Unit: This is a specialist team within the police responsible for child protection investigations	Roger Carruthers	01707 354 000
Police		999 0845 3399 222 (Child abuse unit)
NSPCC	24/7 support and advice	0808 800 5000 help@nspcc.org.uk
Child line		0800 11 11
Ofsted		08456 404040

This policy is reviewed for improvement and practice annually as below

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Appendices

1 DEFINITIONS

- 1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.
- 1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in: [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)](#) 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.
- 1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2 CATEGORIES OF ABUSE

- 2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
- making a child feel worthless, unloved or inadequate
 - only there to meet another's needs
 - inappropriate age or developmental expectations
 - overprotection and limitation of exploration, learning and social interaction
 - seeing or hearing the ill treatment of another, e.g. domestic abuse
 - making the child feel worthless and unloved - high criticism and low warmth
 - serious bullying
 - exploitation or corruption

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

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

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

3 SPECIFIC SAFEGUARDING ISSUES

3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks.

3.2 The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the Hertfordshire Local Safeguarding Board website for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

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- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

3.3 Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;

http://pansussexscb.proceduresonline.com/chapters/p_sex_exploit.html

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Attention is drawn to : The WISE project : A specialist project working with and supporting young people at risk of or experiencing sexual exploitation in Hertfordshire.

Contact the WiSE Project on:

07793 325649

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3.4 Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below.

The DFE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

3.5 Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Actions that may help prevent radicalisation include

- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns

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- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.

Indicators of terrorist activity

The Department for education has published The Prevent duty Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel project provides a mechanism for assessing and supporting people who may be targeted by violent extremists or drawn into violent extremism. It provides a multi-agency approach for identifying, assessing the nature and extent of risk and developing an appropriate support strategy for the individual concerned. When concerns are raised about an adult at risk who is believed to be vulnerable to radicalisation a safeguarding referral should be raised. The referral should be forwarded to the Hertfordshire police safeguarding adults from abuse team (SAFA). The referral will then be forwarded to the Channel co-ordinator and the Channel protocol will then be followed. The SAFA team can be contacted on 01707-354556 for advice.

- A referral should be made on the agreed referral form and sent to [safo@herts.pnn.police.uk](mailto:safa@herts.pnn.police.uk).
- Out of office hours advice should be sought from the Hertfordshire Police Prevent Team, or Hertfordshire Police via the 101 system.

3.6 Self-harm and suicidal behaviour

Definition - Self harm, self mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to the Hertfordshire Child Protection and Safeguarding Procedures for guidance on recognition, reporting and a child presenting at school.

4 RECOGNITION - WHAT TO LOOK FOR

4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators on the Hertfordshire Local Safeguarding Board
<http://www.hertsdirect.org/services/healthsoc/childfam/childprotection/hertssafboard/>

4.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

4.3 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse

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- be socially isolated

4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

If a parent or carer arrives to collect a child and it is deemed that they are intoxicated with either drugs or alcohol and the teacher has concerns they may be under the influence of a substance, firstly they should ask for support from another member of staff. Delay the parent until someone else arrives. A decision will be made by the Leadership whether to telephone the emergency contact number and make arrangements for the child to be collected by them. If the parent/carer becomes abusive or makes a nuisance of themselves, the police will be called as will child services. At all costs, the staff will feel a duty to keep themselves and the child safe - no hesitation will be made when calling the police.

5 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

At Artisans we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, 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 pupil, some of the following features will be found.

The allegation:

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

These pupils may need an individual risk management plan if the problem is repetitive or severe to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL may contact Hertfordshire Childrens Services to discuss the case if it cannot be resolved within the usual processes within Artisans. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

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The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

In situations where the Artisans considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

6 Children Missing education

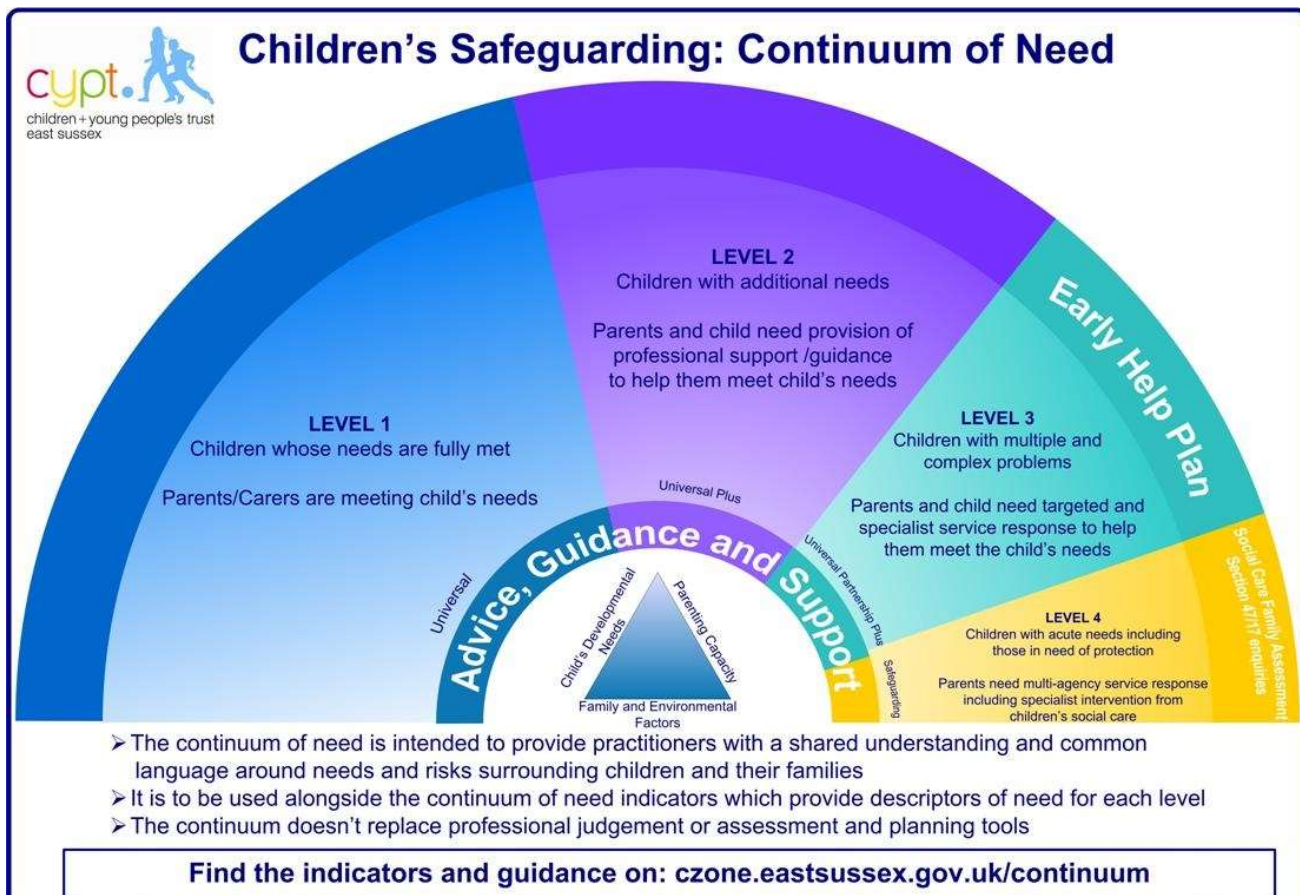
A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly. Referral to the Health Visitor is the first point of reference unless there is grounds to reasonably consider the child is at risk of significant harm in which case the Children's Services or Police should be called.

7 SAFEGUARDING CHILDREN CONTINUUM OF NEED

The Continuum of Need, developed by East Sussex Council, shows that a child's or family's additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.

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The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3 :

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection

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- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

8 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

Staff member	What action to take if you have concerns
Any member of staff, parent, volunteer, or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with the DSL as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the something's not right form and pass it to the DSL. 3. If the DSL is not available, you should contact the Children's Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
Designated safeguarding lead	<p>1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)</p> <ol style="list-style-type: none"> 1.1 Contact the relevant Duty and Assessment Team immediately. 1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 1.3 If the Duty and Assessment Team accepts your contact as a referral, they will advise your next duty. 1.4 The Duty and Assessment Team may decide, in discussion with you, that the child's need's can be met within school. See points 2.5 and 2.6 below. 1.5 Record all your discussions and decision-making. Add it and a copy of the statement of referral, if requested by Duty Team, to the child's file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.
	<p>2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need)</p> <ol style="list-style-type: none"> 2.1 Identify the level of need. 2.2 Discuss your concerns with senior colleagues in another agency, if necessary. 2.3 Contact the Duty and Assessment Team for a consultation, without necessarily

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	<p>identifying the child in question, in order to develop an understanding of the child's needs and circumstances.</p> <p>2.4 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, they will advise your next duty.</p> <p>2.5 If your consultation results in the decision that the child and family are in need of additional support in the school and/or refer the child or their family to other agencies providing early help services.</p> <p>2.6 Record all your consultations and decision-making. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.</p>

9 DEALING WITH A DISCLOSURE MADE BY A CHILD - ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely - do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality - it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

10 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD - ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

- 10.1 In general, you should always discuss any concerns Artisans may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

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- 10.2 **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.
- 10.3 **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 10.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 10.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 10.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

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- 10.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.
- 10.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
- 10.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.
- 10.10 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 10.11 When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

11 EARLY HELP FOR CHILDREN AND FAMILIES

- 11.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from Artisans or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 11.2 We will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 20135* and local guidance, to any child who needs it.
- 11.3 We will pool our knowledge with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.
- 11.4 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 11.6 Targeted support is also provided by family keyworkers in specialist services, for example Probation, Police, the ISEND, and by Health visitors and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services.
- 11.7 Artisans will refer, where possible, children who could benefit, in the view of the Artisans, to a targeted early help service and work with the service in any early help planning they may undertake to support the child.
- 11.8 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.
- 11.9 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the

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needs or concerns will escalate, then we will contact the Children's Social Care Duty and Assessment Team in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

12 RECORD KEEPING

- 12.1 Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
- 12.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take. They are not opinion.
- 12.3 All staff members, volunteers and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the Hertfordshire Local Safeguarding Children Board.
- 12.4 The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

13 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

- 13.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
- 13.2 We will promote a culture within Artisans that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding lead or with the Local Authority Designated Officer.
- 13.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- 13.4 If there are any professional disagreements with practitioners from other agencies, the DSL will raise concerns with the relevant agency's safeguarding lead.

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