

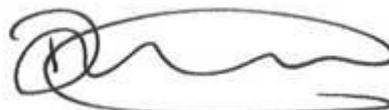
CHILD PROTECTION, ADULT PROTECTION AND SAFEGUARDING POLICY

The OHC&AT Board of Directors has agreed this Policy and as such, it applies across the organisation – 15th December 2017.

Jay Mercer
Chair of OHCAT Board



Darren Coghlan
Chair of OHC Board



Child Protection, Adult Protection and Safeguarding Policy

INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is committed to providing outstanding educational opportunities for all our pupils and students. The safety and welfare of our pupils and students is of the utmost importance. All adults working in OHC&AT settings must protect children and vulnerable adults from abuse and be aware that any pupil or student may be abused or at risk of abuse.

This policy supplements the London Safeguarding Children Board's London Child Protection Procedures (revised March 2017). The policy and procedure are regularly reviewed to ensure that updates to relevant guidance are reflected and enacted across OHC&AT. This policy and procedure incorporates changes to Government guidance, notably 'Keeping Children Safe in Education' (2016), as well as the Safeguarding Vulnerable Groups Act (2006), Working Together to Safeguard Children (revised February 2017) and Children Missing Education (2016). Furthermore it is written with reference to the Every Child Matters document, the Care Act (2014), the Ofsted guidance document 'Inspecting Safeguarding in Maintained Schools and Academies' (2016), the Ofsted Handbook and the Department of Education advice document 'What to do if you're worried a child is being abused' (2015), as well as the Home Office documents Channel Duty Guidance (2015) and PREVENT Duty Guidance (2015).

This policy provides a statement of intent and general guidance with respect to OHC&AT's approach to safeguarding. Each OHC&AT setting has a specific Safeguarding Procedure which sits alongside and should be read in conjunction with this policy.

DEFINITIONS

OHC&AT adheres to the definition of safeguarding given in Keeping Children Safe in Education (2016), along with the duty that it implies:

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or 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."

Child protection relates to any child (under 18) who has suffered from, or may be at risk of physical injury, neglect, emotional abuse or sexual abuse.

Safeguarding relates to children, young people and vulnerable adults and means protecting their health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect, including protecting children and young people who are vulnerable or at risk of being radicalised.

Safeguarding, as above, applies to the daily duty/policy we adhere to in order to keep children and vulnerable adults safe.

Child or adult protection is given when there is risk or evidence of significant harm.

RESPONSIBILITIES

Within OHC&AT

Directors will:

- Monitor updated policies on an annual basis and receive termly Safeguarding data reports.
- Monitor the role of the Safeguarding Team in each OHC&AT provision through the portfolio governor and director for Safeguarding in each Local Governing Body/College Committee and Board of Directors.
- Ensure they are aware of current legislation and Academy/College responsibilities and that their own training in these areas is up to date.

The Director of Learning Support Services will:

- Supervise the practice of Designated Safeguarding Leads in line with OHC&AT's Safeguarding Supervision Policy.
- Conduct safeguarding audits of each OHC&AT provision at least annually.

Within each OHC&AT provision

The Child Protection Designated Safeguarding Lead (& Safeguarding Team) will:

- Ensure all staff are aware of this policy and related documentation.
- Support staff involved in reporting incidents.
- Ensure the Safeguarding Team is up to date in terms of training and is fully involved and supported in decisions made.
- Ensure all staff receive regular update training on such current safeguarding issues as peer on peer abuse, child sexual exploitation, female genital mutilation, forced marriage, bullying, hate crime, radicalisation and domestic violence.
- Ensure staff teams are aware of how to identify and respond to risks to children and young adults from extreme or radical views.
- Generate timely departmental safeguarding reports.
- Discuss concerns and support colleagues to arrive at effective responses within the confidentiality of the Safeguarding Team.
- Generate timely accident & incident reports.
- Attend (as appropriate) Local Authority Designated Person Support Network meetings.

The Senior Leadership Team will:

- Ensure all staff are aware of this policy and related documentation.
- Support staff involved in reporting incidents where necessary.
- Ensure that a Single Central Record of DBS checks is maintained within their provision at all times.
- Provide termly safeguarding data reports to governors.
- Provide monthly safeguarding data reports to the OHC&AT Executive Senior Leadership Team (ESLT).
- Ensure that recruitment of staff is conducted in line with Safer Recruitment practices.

The Staff Team will:

- Ensure they are aware of and adhere to this policy and all related policies and procedures listed at the end of this document.
- Ensure they are familiar with and adhere to all relevant procedures involved in recognising and reporting incidents.
- Report all concerns, without judgement about their significance, to the Designated Safeguarding Lead.
- Adhere to appropriate confidentiality.
- Ensure their own training is regularly updated.

SAFEGUARDING WITHIN OHC&AT SETTINGS

Each OHC&AT Academy or College centre works to safeguard children and young people by:

- Ensuring provision is designed to acknowledge the potential vulnerability of all its pupils and students to be abused.
- Ensuring provision is designed to equip pupils and students with the relevant knowledge and understanding to recognise potential abuse and know what they can do to keep themselves and others safe.
- Supporting pupils and students to be confident and have good self-esteem.
- Listening and responding to pupils and students and valuing all forms of communication.
- Operating effective systems to enable pupils and students to communicate that they feel safe or unsafe.
- Providing learning experiences based on Spiritual, Moral, Social, and Cultural (SMSC) values to foster an environment of mutual respect, tolerance, and understanding for all, regardless of religion, gender, culture or ability.

- Ensuring staff understand the many different forms that abuse can take, including (but not limited to) peer on peer abuse, hate crime, child sexual exploitation, domestic violence/abuse, radicalisation, gangs and youth violence, faith abuse, bullying (including cyberbullying), discriminatory abuse e.g. racism/homophobia/transphobia, gender-based violence, female genital mutilation, neglect, substance misuse, fabricated or induced illness, trafficking and forced marriage.
- Ensuring staff are aware of the possibility of abuse in any form and are supported to know how to address this.
- Having clear procedures for reporting and responding to allegations and concerns about abuse.
- Working co-operatively with other agencies.
- Operating a Safeguarding Team to ensure decisions concerning complicated and sensitive issues are arrived at through informed discussion, whilst respecting confidentiality.
- Operating a policy and practice of safe recruitment in accordance with the Every Child Matters document *Safeguarding Children and Safer Recruitment in Education* (2007)
- Carrying out enhanced Disclosure and Barring Service (DBS) checks for all employees, agency staff and volunteers and maintaining an internal DBS Single Central Record at each setting.
- Operating a comprehensive range of generic and personalised individual pupil/student risk assessments to ensure pupils and students are safe whilst at OHC&AT provisions or undertaking related activities within work placements and the community.
- Ensuring all risk assessment changes and new safeguarding-related information are incorporated into pupil/student information accessible to staff, whilst still ensuring confidentiality where applicable.
- Operating an E-Safety Policy and good practices to ensure pupils and students can maximise the potential of technology whilst remaining safe and developing an age-appropriate understanding of potential threats such as cyberbullying, sexting, revenge porn and stalking.
- Creating awareness of the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act (2015).
- Operating a Positive Behaviour policy with incorporated best practice guidance around physical intervention, to build respect and communication between staff and pupils/students and to ensure that behaviour at all provisions is managed in a positive, safe and supportive way.

- Adhering to the Prevent Duty, ensuring staff are able to protect children and young people who are vulnerable or at risk of being radicalised.
- Carrying out a PREVENT risk assessment to assess and review any potential risk of radicalisation to students or pupils.
- Promoting awareness of the Channel programme which provides support for children and young adults identified as being at risk of radicalisation.
- Operating a comprehensive suite of Health and Safety policies and procedures, including Fire Safety, Critical Incident Plan and Lockdown Procedure, and ensuring that staff are regularly trained in all relevant aspects of health and safety practice.
- Operating a Relationships and Sex Education policy alongside an RSE curriculum appropriate to each provision in order to support pupils and students to develop their understanding of how to keep themselves and others safe in relationships and sexual situations.
- Having regard to the DfE guidance document 'Children Missing Education' (2016) and operating suitable reporting procedures accordingly. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. OHC&AT Academy staff should follow their school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Orchard Hill College staff should discuss any prolonged period of student absence with the Designated Safeguarding Lead, for the same reason.
- Observing Local Authorities' Child Sexual Exploitation Strategy. The Statutory definition of Child Sexual Exploitation is given below.

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

- Having regard to Deprivation of Liberty, which is a safeguard for people who lack capacity to make decisions regarding their own safety. Each OHC&AT Academy or College centre provides a safe environment for the diverse needs

of all its pupils and students, ensuring the safety and due liberty of them all as individuals. OHC&AT staff ensure that pupil/student choice and best interest is considered at all times and that decisions being made suit the needs of the pupil or student to which they pertain.

- Operating a comprehensive suite of policies and procedures designed to safeguard the wellbeing of children and vulnerable adults, and ensuring that staff understand and enact these policies and procedures – please refer to the full list of Related Policies and Procedures at the end of this document.

POLICY REVIEW DETAILS

<i>Version:</i>	1.3
<i>Reviewer:</i>	Janet Sherborne, Jackie Van-West
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	15 th December 2017
<i>Due for review:</i>	Autumn 2018

RELATED POLICIES AND PROCEDURES

Anti-Bullying Policy
Anti-Radicalisation Policy
Complaints Policy and Procedure
Data Protection Policy
Disclosure Policy and Procedure
Educational Visits Policy
E-Safety Policy
Health & Safety Policy
Intimate Care Policy
Missing Child Policy
Positive Behaviour Policy
Recruitment and Selection Policy
Relationships and Sex Education Policy
Risk Assessment Policy
Safeguarding Procedure for College/Academies
Safeguarding Supervision Policy
Staff Code of Conduct
Substance Misuse Policy
Supporting Pupils in School with Medical Conditions Policy
Whistle Blowing Policy