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| 5.2 | TL | Updated to reflect changes to KCSIE 2021; removal of previously listed legislation; updated definitions; further reference to mental health, children with Social Workers, low level concerns relating to staff, removal of the role of DISO and safeguarding administrator | | 16.9.2021 |

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# Introduction

## The School has a statutory duty under the Children Act 1989 and Section 175 of the Education Act 2002 to safeguard and promote the welfare of its students. In fulfilling this duty regard has been taken of the following related legislation and guidance:

* Keeping Children Safe in Education DfE 2021
* Working Together to Safeguard Children 2018 (updated Feb 19)
* Sexual Violence and Sexual Harassment Between Children in Schools and Colleges September 2021
* Information Sharing Advice for Safeguarding Practitioners July 2018
* Sexting in Schools and Colleges, responding to incidents and safeguarding young people 2017
* Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
* UKCIS Guidance: Sharing nudes and semi nudes – December 2020

## Under the legislation a child is classed as a person under the age of 18.

## The School has formulated its safeguarding responsibilities around the definition of safeguarding and promoting the welfare of children used in Keeping Children Safe in Education 2021, namely:

* protecting children from maltreatment;
* preventing impairment of children’s mental and physical 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.

# Policy Statement

## The Northern School of Art recognises that it has a statutory and moral duty to promote and safeguard the welfare of its students who are under the age of 18 or classed as vulnerable adults.

## The School is therefore committed, not only to helping to protect students from situations in which they are at risk of abuse, or feel compromised in any way, but also by providing them with a safe and supportive environment that enables them to thrive and achieve their potential.

## The School will do this by:

## establishing a safe learning environment in which all students can learn and develop;

* creating a culture of vigilance and intervention;
* recognising the importance of wider environmental factors in a student’s life that may contribute to threats to their safety and/or welfare (contextual safeguarding);
* taking all welfare concerns seriously and encouraging children and young people to talk to staff about anything that is worrying them;
* practicing safe staff recruitment procedures built around DBS (Disclosure and Barring Service) checks and guidelines;
* helping to equip students with information and awareness to keep themselves safe, so that they recognise when they are at risk and how to get help when they need it;
* maintaining clear procedures to identify and report suspected cases of abuse;
* ensuring all staff are made aware of these procedures and trained in their use;
* providing appropriate support to students who have been abused or at risk of abuse;
* always acting in the best interests of the child / young person.

# Scope

## This policy covers all students and staff at the School.

## The School recognises that it has specific safeguarding duties with regard to students under the age of 18, however vulnerable adults have also been included within the scope of this policy. In this context a vulnerable adult is defined as a student over the age of 18 who requires additional support for reasons such as disability or illness and is, or may be, unable to protect themselves against significant harm or exploitation.

## This policy covers all aspects of abuse as included in the definitions below. The definitions should also be taken as outlines of the types of incidents that should be reported under the safeguarding procedure. Signs and symptoms of abuse can be found in Appendix 1.

# Definitions

## Private Fostering

When a child under the age of 16 (or 18 if the child is disabled) is cared for by someone who is not their parent or ‘close relative’, under a private arrangement for 28 days or more. ‘Close relatives’ are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

## Whistleblowing

The term whistleblowing refers to an employee raising a concern about an incident that happened in the past, is happening now, or it is believed will happen in the near future that will affect the general well-being of others. The concern must be a genuine concern about a crime, criminal offence, miscarriage of justice, dangers to health and safety and of the environment – and the cover up of any of these.Any whistle-blowers are protected by law and should not be [treated unfairly or lose their job](https://www.gov.uk/whistleblowing/treated-unfairly-after-whistleblowing) because they have ‘blown the whistle’.

## Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.

## Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve:

* Physical contact including penetrative or non-penetrative acts.
* Non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities.
* Encouraging children to behave in sexually inappropriate ways, including involvement in prostitution.

## Emotional Abuse

The persistent emotional ill-treatment of a child so as to cause severe persistent adverse effects on their emotional development.

It may involve:

* Conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person.
* Age or developmentally inappropriate expectations being imposed on children.
* Causing children frequently to feel frightened or in danger.
* The exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

## Neglect

The persistent failure to meet a child’s physical and psychological needs, likely to result in the serious impairment of their health or development.

It may involve:

* failing to provide adequate food, shelter and clothing;
* failing to protect a child from physical harm or danger;
* failure to ensure access to appropriate medical care or treatment;
* neglect of a child’s basic emotional needs;
* failure to ensure satisfactory education.

## Financial Abuse

This includes theft, fraud, exploitation, the misuse of possessions and pressure applied in relation to financial transactions.

## Discriminatory Abuse

This is based on a person’s disability and includes making hurtful comments and harassing them.

## Child Sexual Exploitation

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. This is a new statutory definition introduced in 2017.

## Child Criminal Exploitation

This 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 criminal 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 and /or (c) through violence or the threat of violence. It does not always involve physical contact; it can also occur through the use of technology. It can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket or threaten other young people.

## Female Genital Mutilation

Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia. The practice is found in Africa, Asia and the Middle East, and within communities from countries in which FGM is common.

## Honour Based Abuse

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

## Domestic Abuse

Any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

## Peer on Peer Abuse

When a child or a young person causes harm to another. This can include physical abuse, sexually harmful behaviour, bullying (including cyber bullying), hazing, sexting and teenage relationship abuse. There is however, no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. It is more appropriate to deal with young person’s behaviour as abusive if:

* there is a large difference in power (for example age, size, ability, development) between the young people concerned;
* the perpetrator has repeatedly tried to harm one or more other children;
* there are concerns about the intention of the alleged perpetrator;
* there was an intention to cause severe harm to the victim, whether or not severe harm was actually caused.

## Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, which includes rape, assault by penetration and sexual assault.

## Sexual Harassment

This refers to unwanted conduct of a sexual nature that can occur on or offline. It can include sexual comments, jokes or taunting; physical behaviour and online sexual harassment such as sharing of sexual images and videos, sexual exploitation and threats.

## County Lines

This is a term used to describe gangs and criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. Inherent within this is the exploitation of children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual) and weapons.

## Up-Skirting

This is a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. This is now a criminal offence.

# Roles and Responsibilities

## The **School Principal** has the responsibility of ensuring that the Safeguarding Policy and Procedures are adopted by the Governing Body and are fully implemented within the wider organisation. The School Principal will act as the Serious Case Reviewer (SCR) and will be involved in any specific Safeguarding issues that involve a serious incident that occurs on the School premises, involves a member of the School staff, or may involve the media or representation of the School in court or a similar situation.

## The **Safeguarding Governor (SG)** is a named member of the governing body that has responsibility for safeguarding issues and works alongside the Designated Safeguarding Lead to ensure that the School has procedures and policies which are consistent with national legislation, statutory and local guidance and that the governing body is informed annually on how the School and its staff have complied with the policy, including a report on training undertaken by staff.

## The **Designated Safeguarding Lead (DSL)** is responsible for ensuring the School’s policies are known and used appropriately, reviewed annually and will work with the Safeguarding Governor regarding this. They will make sure that the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this. They will also link with the local Safeguarding Children’s Board at a strategic level to ensure staff are aware of training opportunities and the latest local policies on safeguarding. They will manage referrals from School staff and any others from outside the School. They will be aware of students that have a social worker and help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with academic and School Leadership staff. The DSL will collate all Safeguarding records, track required activity and maintain logs of Safeguarding incidents, related activity and outcomes. They will co-ordinate the production of the annual safeguarding report and update all Safeguarding materials made available to the wider School through the VLE & website, Safeguarding reference materials and other published materials.

## The **Deputy Designated Safeguarding Lead** will act as the DSL in their absence. If in exceptional circumstances the DSL or their deputy is not available, this will not delay action being taken. Advice should be sought from a member of the Principalship team in the first instance and/or from the local Children’s Social Care department if required.

## The **Head of HR and Operational Development** is responsible for ensuring that Safer Recruitment Practices are implemented and adhered to within the recruitment process. They will also be responsible for informing the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child.

## **Safeguarding Advisers (SA).** A number of the Extended Principalship Team (EPT) are designated to act as Safeguarding Advisers (SA) within clearly defined areas of responsibility i.e. On-Line Safety, and Health and Safety. They are the people responsible for ensuring advice and guidance is disseminated and acted upon for specific issues that fall within their area of specialism.

## The SAs are members of the Safeguarding Committee and as part of their remit will meet on a termly basis to share best practice, discuss concerns, inform of updates and ensure statutory duties are being met and policy and procedure followed. The DSL will require that Safeguarding Advisers input into annual reports, policies and procedures which will form part of the discussions within the regular Safeguarding Committee meetings.

## In the case of the DSL and the Deputy being absent from School, another member of EPT with appropriate training can deputise to avoid delay in seeking support. Any member of staff can contact the Police or Social Services in an emergency – contact numbers are provided within the Safeguarding Procedure.

## All Staff have the legal duty and responsibility to deal with any Safeguarding situations according to the School’s policy. They also have a general responsibility to contribute to the provision of a safe learning environment in the School and for School organised events. This includes partner organisations who teach or assess students wherever they are located.

## Student Services have a specific responsibility to provide appropriate information, awareness sessions and workshops to support students in their own health and safety and increase their awareness of safeguarding issues. The Student Advice and Wellbeing Team act as a wider safeguarding team providing first line advice, guidance and support around keeping safe and providing a safe environment for reporting any concerns.

## Members of the School community (staff and students) have a responsibility to inform a Safeguarding Officer or other identified member of the Safeguarding Team if they suspect that abuse is taking place.

## A full list of relevant staff and their contact details can be found within the Safeguarding Procedure and also via the staff area of Moodle.

# Student monitoring

## The School recognises its responsibility in relation to, and the implications of, Children Missing Education and its links with safeguarding issues.

## Student attendance at the School will be carefully monitored in order to identify any possible safeguarding issues. Any concerns will be flagged with Student Services in the first instance who will investigate the reasons behind non-attendance, involving parents/ carers where appropriate.

## The Student Services Team will screen all students for potential support issues in the first few weeks of the academic year. They will prioritise initial meetings for students identified through this process in order to identify those at potential risk and therefore in need of close monitoring.

## Staff are aware that mental health issues can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Students presenting with mental health issues will be treated as a priority for initial support meetings.

## It is recognised that when a student has a social worker it may be an indicator of increased risk, more vulnerability to increased harm as well as possible educational barriers to attendance, learning, behaviour and poor mental health. The School will seek to identify these students as early as possible to ensure appropriate support is in place.

## If required, students will be included on the Young Person in Need (YPIN) or the Vulnerable Adult (VA) registers for monthly monitoring by the Student Services team in addition to ongoing pastoral support.

# Dealing with Safeguarding Concerns

## During term-time the DSL (or a deputy) will always be available for staff to be able to contact to discuss Safeguarding concerns. They will ensure there is adequate and appropriate cover arrangements for any out of hours/out of term time activities.

## The School is clear that it is not the responsibility of any member of staff to investigate any suspected or alleged cases of abuse; all cases must be referred to the Designated Safeguarding Lead (DSL), the Deputy DSL or if neither is available advice should be sought from a member of Principalship and/or the local Children’s Social Care Team.

## All issues regarding safeguarding will be dealt with by appropriately trained members of staff who are specifically appointed to deal with such issues. Any issue relating to the Principal will be referred to the Chair of the Safeguarding Committee or the Safeguarding Governor.

## Throughout any safeguarding intervention a student’s welfare is paramount. Any action taken will always be in the best interest of the student and will take into account the student’s cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.

## Student’s rights to be consulted will be respected throughout the safeguarding process. Their concerns will be listened to and due consideration will be given to their wishes and feelings. If, however, a student is at risk of harm their wishes may have to be over-ruled.

## The School recognises that while students with disabilities and special educational needs (SEND) have exactly the same rights to be safe from abuse and protected from harm they do require additional support and attention due to their increased vulnerability as a result of potential additional needs relating to physical, sensory, cognitive and/ or communication impairments. The School SENCo and Learning Support Assistants have an in-depth understanding of the students they support and will ensure they have the appropriate support to access information about safeguarding issues and report any concerns that they may have.

## The School also recognises that there are other groups of students that may be more vulnerable or susceptible to harm, for example, looked after children, or previously looked after and those who need a social worker. The School will ensure that such students are identified at the beginning of the academic year and have access to the information and support they require to keep themselves safe from harm.

## Students identified through the Safeguarding process who are then identified as a Young Person in Need (YPIN) or a Vulnerable Adult (VA) will be monitored by the Student Services Team in their monthly meetings.

# Specific Safeguarding Issues

## All staff will be made aware that it is a criminal offence under the Sexual Offences Act 2003 for a person over the age of 18 in a position of trust to enter into a sexual relationship with any students under 18 years old, even if the relationship is consensual. More information can be found within the School Staff Code of Conduct.

## The School recognises the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school will be taken to the Principal without delay; any concerns about the Principal will be referred to the Chair of Governors. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The School will take appropriate action whether the concern is of a low level, i.e. does not meet the criteria for an allegation but is inconsistent with the staff code of conduct or is classed as an allegation, in accordance with the School’s Staff Disciplinary Policy

## Allegations of abuse made against staff and volunteers is covered in the School’s Staff Disciplinary Policy.

## All staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead.

## The School recognises the mandatory duty on teachers to inform the police of any cases where an act of Female Genital Mutilation appears to have been carried out in relation to students under the age of 18. Any disclosures or suspicions of such cases will be immediately reported to the Designated Safeguarding Lead or their deputy, however there is a specific legal duty on teachers who therefore are required to personally report the issue to the local police.

## The School also recognises the mandatory requirement to inform the Local Authority of any children being looked after under ‘Private Fostering’ arrangements.

## The School’s commitment around safeguarding students against possible radicalisation is covered in the School’s separate Prevent Policy and Procedure.

## The School’s commitment and approach to educating and keeping students safe online, whilst not overly restricting what they can access, is covered in the School’s separate Online Safety Policy.

## A zero tolerance approach to peer on peer abuse will be taken and staff will be aware of their role in preventing and responding should incidents occur. Students will be made aware of what is acceptable and unacceptable behaviour as part of their induction in order to minimise incidents of peer on peer abuse. As with other safeguarding issues they will be made aware of how to report any incidents should they occur. Any issues of peer on peer abuse will be dealt with immediately, sensitively and consistently and support offered to both parties.

## Any incidents involving the sharing of nude or semi nude images, videos by young people under the age of 18 will be referred to the DSL immediately. Where an adult is involved with the sharing of such images this is recognised as a form of child sexual abuse and the matter referred to the police.

## Reports of sexual violence and sexual harassment will be treated sensitively, with the victim being taken seriously and reassured that they will be listened to, without judgement, be supported and kept safe. Both the victim and the alleged perpetrator will be offered appropriate, on-going support as required. Sexual misconduct is covered in a separate policy, along with a procedure for dealing with disclosures of sexual misconduct, harassment and violence.

## Staff will be vigilant to signs that may signal children are at risk of or are involved in serious violent crime, such as increased absence from School, or new possessions changes in friendships, decline in performance, self-harm, changes in wellbeing or signs of assault or unexplained injuries, unexplained gifts or new possessions.

## The School has trained staff to support police in Operation Encompass to work together to provide emotional and practical help to students that have experienced or witnessed domestic abuse at home.

# Record Keeping and Information Sharing

## Confidential records will be kept for all safeguarding issues. Staff should record any verbal conversations in writing promptly and report any instances of serious concern, without delay, using the SR1 Form or completing a safeguarding referral within the confidential section of the student’s ILP. SR1 forms will be collated and kept securely within the Student Services Office and then only be accessed with the Designated (or Deputy) Safeguarding Leads’ express permission. A record of the report and follow on actions will be recorded on the student’s ILP using the Confidential Comments section. Records of situations of alleged or suspected abuse must not be kept elsewhere in the School; this includes electronic communications which must be deleted.

## Personal information will only be shared with the student’s permission, however, if there is a need to share information in order to protect a student from harm then it will be confined to those people involved in the professional network of that student on a strict ‘need to know’ basis. Sharing of information will take into account the Data Protection Act 2018, GDPR, guidance contained within the government advice: Information Sharing, and the Student Services’ Information Policy. Information will be shared where it is in the best interests of the student in order to protect them from harm. This may include sharing without their consent, although all decisions to share without consent will be taken by the DSL or their deputy.

## Where a student leaves the School (for whatever reason, including expulsion) staff will liaise with parents, carers, appropriate support organisations and where appropriate other education providers to ensure that any existing safeguard concern is taken into consideration and information shared as required to ensure the ongoing safety of the student.

# Working with others to safeguard students

## A minimum of two emergency contacts will be requested from all students, three wherever possible.

## Children, parents and carers will be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in family circumstances where this is necessary.

## Individual family members will be involved wherever possible in decisions affecting them. They will be treated with respect and courtesy and a spirit of partnership adopted in safeguarding the student’s welfare. It is recognised however that there may be some circumstances where it may not be appropriate to advise parents/carers about a referral straight away.

## The School will work closely with other agencies to ensure that it meets its obligations in line with the statutory guidance Working Together to Safeguard Children. Central to this will be working in accordance with the arrangements put in place by the three local safeguarding partners (the local authority, clinical commissioning group and the police).

## The School will also work with the Child Protection Service within the Borough in which a student resides, Social Services, the Police and the appropriate Safeguarding Children Board(s) to safeguard and promote the welfare of the students. This includes contributing to any identified needs for early help and inter-agency plans for additional support.

## The School will keep abreast of changes that take place and respond to any guidance from the Secretary of State. The DSL and their deputy will be the contact for Safeguarding and Child Protection liaison with other agencies.

## Representatives from the School will attend regional operational and strategic network meetings, to maintain up to date knowledge of local and regional issues.

# Awareness Raising

## Advice and information for parents and carers is available on the School Website.

## A Newsletter will be sent to parents and carers at the start of the term (FE students only), offering advice and guidance, detailing the School’s approach to safeguarding and contact details of who to contact if there is a concern regarding a student.

## This policy and the related procedure is available for students to access through the VLE, in addition to information on various other safeguarding related topics.

## Safeguarding information, including contacts and procedures are held on the School’s safeguarding noticeboard and at various points around the School, such as base rooms.

## Safeguarding Officers are clearly identifiable by green lanyards.

## As part of their induction students will be given a talk covering what safeguarding means, what is acceptable and unacceptable behaviour, how to keep themselves safe, both in person and online, recognise when they are at risk, and what to do if they have any concerns. Regular extra-curricular workshops and/or information on safeguarding issues will be offered to students throughout the academic year and topics will also be embedded within the curriculum.

## Regular information and updates are available to staff through the Staff Newsletter and/or email where required.

## All staff are required to read Keeping Children Safe in Education (2021) [Part One] and School leaders and staff that work directly with students are required to also read Annex A.

## Staff are also required to ensure that they are familiar with the contents of following:

Safeguarding Procedure

Staff Code of Conduct

Student Behaviour Policy

Prevent Policy and Procedure

Online Policy and Procedure

Policy and procedure relating to sexual misconduct

# Staff Recruitment

## In order to ensure that the School recruits only those staff suitable to work with children and vulnerable adults and who will contribute effectively to the School’s safe and supportive environment, safer recruitment practices are embedded throughout the recruitment, selection and pre-employment checks undertaken prior to employment.

## At least one member of staff that has undergone Safer Recruitment training will be included on all interview panels and will ask appropriate questions in order to ascertain suitability regarding, and understanding of, safeguarding issues as well as clarify any unexplained gaps in employment.

## All staff with direct contact with students under the age of 18 will be required to undergo a variety of safeguarding checks and will not be allowed to work unsupervised until these are completed satisfactorily. All checks are recorded on the School’s Single Central Record. Staff requiring supervision are clearly identifiable by a red lanyard.

## Further details on the Single Central Record and the DBS requirements for staff can be found in the specific policies and procedures relating to these topics.

# Staff Training

## Identified staff and Governors with responsibility for Safeguarding receive training in Safeguarding and inter-agency working provided and accredited by external agencies, through the South Tees Safeguarding Children’s Partnership and Hartlepool and Stockton Safeguarding Children’s Board. They also undertake refresher training to keep their knowledge current and training on specific topics as and when available and in line with local priorities.

## DSL refresher training will be undertaken every 2 years, with annual training and networking being undertaken to ensure that knowledge is current and relevant.

## Safeguarding Advisers with key responsibilities are recommended to participate in annual updates within their specific area to ensure their knowledge and skills are maintained.

## Student Services staff, especially the Student Advice and Wellbeing Team, are encouraged to keep their knowledge up to date on a wide range of safeguarding topics and issues.

## All Staff and Governors are provided with online training to equip them to carry out their responsibilities for safeguarding students effectively and refresher training will be provided at two yearly intervals. This training is compulsory. All staff are also required to read Keeping Children Safe in Education (Part A as a minimum).

## Temporary staff and volunteers will be made aware of the School’s arrangements for safeguarding learners and their personal responsibilities.

## All staff will cover the School’s Safeguarding Policy and procedures as part of their induction. Staff are then required to attend briefings (annually, at a minimum) to ensure that they are kept up to date with any changes to policy and procedure, and current safeguarding issues and also to act as a refresher to reinforce messages around identifying and actioning concerns.

## Further arrangements for Safeguarding Training are contained within the Staff Development Policy.

# Remote Learning

## Young people will be using the internet more during periods of lockdown and Covid related restrictions. The School will also be using online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same student-centred safeguarding practices as when students are learning at the School.

## The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

## It is extremely important that professional boundaries do not slip during this exceptional period and protocols for on line working have been issued.

## In circumstances where remote learning is taking place the School’s Safeguarding Policy is fundamentally the same: the welfare of children and young people always comes first, staff should respond robustly to safeguarding concerns and referrals should continue to be made in line with our established safeguarding procedure.

## In setting work for students to complete at home staff will take into consideration the added pressures on young people and their families that may be present due to a variety of reasons including having to stay within the household, financial hardship or health anxiety, the impact of online learning and ability to access on line resources. Staff will also be mindful of the mental health of both students and their parents or carers, and refer any emerging concerns to the safeguarding team.

## Individual arrangements will be made for the more vulnerable students such as those who have an attached social worker and those with an EHCP.

## For students with an EHCP the SENDCo and Learning Support Advisors will maintain regular contact as agreed with student and parents / carers. Support will be delivered through individual arrangements based on curriculum activity. Where required, Local Authorities will be kept informed of arrangements in place for each individual student.

## All identified vulnerable students (including those with a Child Protection Plan, Looked after Children and recent Care Leavers) will be contacted on a regular basis by the Student Services Team.

## Contact will be made remotely through telephone calls/Microsoft Teams or other appropriate methods.

# Residential Visits

## To ensure that considerations related to safeguarding are given to residential visits, the Health and Safety Advisor will be involved in risk assessments that take place prior to all visits. This will enable the Health and Safety Advisor to consider and advice on any potential safeguarding issues that may arise. This will be considered in conjunction with Student Services to ensure that all possible safeguarding issues are considered. It is the role of the leader in charge of the visit to liaise with the Health and Safety Advisor.

# Whistleblowing

## The Northern School of Art wishes to promote high standards of honesty and integrity and a culture of openness in which all staff members act responsibly in order to uphold the reputation of the School and to maintain public confidence and feel able to raise issues of concern in a responsible way.

## The Northern School of Art encourages staff members to raise genuine concerns about suspected wrongdoing at the earliest practicable stage.

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

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

## Staff members are encouraged to raise genuine concerns about the way safeguarding is carried out through the School’s Whistle Blowing Policy and Procedures without fear of adverse repercussions being taken against them.

# External Visitors

## All contractors will be made aware of the School’s safeguarding arrangements prior to attending on site.

## For visitors attending the FE School campus in a professional capacity ID will be requested and a check made to ensure the visitor has had the appropriate DBS check, especially when the visitor is working on a one to one basis with a student. Such checks are recorded and approved by a senior manager. Where the visitor is delivering a workshop or activity, content may be reviewed prior to delivery to ensure that it is age appropriate and relevant.

# Annual Review by the Governing Body

## The Designated Safeguarding Lead will present an annual report on activities relating to Safeguarding of students to the Governing Body, including recommendations of any alterations that need to be made. The Governing Body will use this as the basis for their annual review of the Policy.

# Contact Details

|  |  |
| --- | --- |
| Designated Safeguarding Lead | Teresa Latcham (Student Services Manager)  Email: [teresa.latcham@northernart.ac.uk](mailto:teresa.latcham@northernart.ac.uk)  Tel: 01642 856123  01429 858452  Mobile: 07595654689 |
| Deputy Designated Safeguarding Lead | Rob Kane (Head of F.E.)  Email: [rob.kane@northernart.ac.uk](mailto:rob.kane@northernart.ac.uk)  Tel: 01642 856156 |
| Safeguarding Governor | Sarah Fawcett  Contact via Head of Governance  [lesley.mclaren@northernart.ac.uk](mailto:lesley.mclaren@northernart.ac.uk) |

# Related Documents

## This policy should be read in conjunction with:

* Keeping Children Safe in Education (Part A as a minimum)
* Safeguarding Procedure(s)
* Student Charter / Code of Conduct
* Student Behaviour Policy
* Whistleblowing Policy and Procedure
* Prevent Policy and Procedure
* On-Line Safety Policy and Procedure
* Staff Development Policy
* Staff Disciplinary Policy and Procedure
* Safeguarding Single Central Record Procedure
* DBS Policy and Procedure

# Equality Statement

## The Northern School of Art is committed to providing an inclusive learning and working environment that recognises the value of every individual regardless of their background or personal characteristics. It aims to do this by encouraging a culture which actively welcomes, respects, promotes and embraces diversity; employs fairness in all aspects of employment and teaching and thereby creating and sustaining a positive and supportive environment for all members of its community.

# Document control including archiving arrangements

## The HE Quality Manager will act as the archivist, maintaining a single library of School policies. Any policies and procedure that are replaced or no longer active will be archived.

## All ‘live’ policies will be accessible to staff and students through the School VLE or published on the School website for external stakeholders.

# Appendix 1 – Signs and Symptoms of Abuse (this is not an exhaustive list)

**Physical Abuse**

* Multiple bruising
* Fractures
* Burns
* Bed sores
* Fear
* Depression
* Unexplained weight loss

**Sexual Abuse**

* Loss of sleep
* Unexpected or unexplained change in behaviour
* Bruising
* Soreness around the genitals
* Torn, stained or bloody underwear
* A preoccupation with anything sexual
* Sexually transmitted diseases
* Pregnancy
* Rape – e.g. a male member of staff having sex with a Mental Health client (see Mental Health Act 1983)
* Indecent Assault

**Emotional Abuse**

* Fear
* Depression
* Confusion
* Loss of sleep
* Unexpected or unexplained change in behaviour
* Deprivation of liberty could be false imprisonment.

**Neglect**

* Malnutrition
* Untreated medical problems
* Bed sores
* Confusion
* Over-sedation
* Deprivation of meals may constitute “wilful neglect”

**Child Sexual Exploitation**

* going missing for periods of time or regularly returning home late
* skipping School or being disruptive in class
* appearing with unexplained gifts or possessions that can’t be accounted for
* experiencing health problems that may indicate a [sexually transmitted infection](http://www.nhs.uk/conditions/Sexually-transmitted-infections/Pages/Introduction.aspx)
* having mood swings and changes in temperament
* using drugs and/or alcohol
* displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
* showing signs of unexplained physical harm, such as bruising and cigarette burns

**Financial Abuse**

* unexplained withdrawals from the bank
* unusual activity in the bank accounts
* unpaid bills
* unexplained shortage of money
* reluctance on the part of the person with responsibility for the funds to provide basic food and clothes etc.
* fraud
* theft

**Female Genital Mutilation**

* a family arranging a long break abroad during the summer holidays
* unexpected, repeated or prolonged absence from school
* academic work suffering
* have difficulty walking, standing or sitting
* spend longer in the bathroom or toilet
* appear withdrawn, anxious or depressed
* have unusual behaviour after an absence from School
* be particularly reluctant to undergo normal medical examinations
* asks for help, but may not be explicit about the problem due to embarrassment or fear

# Appendix 2 - Additional information relating to remote delivery and isolation

**Risk online**

Staff can access further guidance here:

<https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home>

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>

Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Students accessing remote learning will receive guidance on keeping safe online and know how to raise concerns with the School, Childline, the UK Safer Internet Centre and CEOP.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/>

**Mental Health**

Restrictions to movement and contact with other people means students are more likely to be at risk of mental health problems. Staff should make students and their families aware of where further support can be found. The Department for Education have produced guidance to support parents:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

The following organisations can also provide support:

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing>

<https://www.mind.org.uk/information-support/helping-someone-else/>

Calm Harm App – A phone app providing help for those who use self-harm as a coping strategy: <https://calmharm.co.uk/>