ISCA Safeguarding Policy

August 2022

Guidance for adults working with children during ISCA

Part One: Our Commitment to Safeguarding

Every pupil should feel safe and protected from any form of abuse. The staff at ISCA are committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment.

As is stated in **Keeping Children Safe in Education (2021):** *"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child".*

The aim of this policy is to safeguard and promote the welfare, safety, health and guidance of our pupils and adults by fostering an honest, open, caring and supportive climate. The welfare of our pupils and adults is of paramount importance.

ISCA fully recognises the contribution it must make to protect and support pupils during the programme. ISCA follows all the procedures and policies detailed on the **Surrey Safeguarding Children Partnership** website:
https://surreyscb.procedures.org.uk/page/contents
A hard copy of these is found in the ISCA Office.

ISCA recognises that, due to the day-to-day contact with pupils throughout the programme, ISCA staff are well placed to observe the outward signs of abuse. This policy applies to all staff working on the programme.

ISCA fully recognises the contribution it can make to protect and support pupils during the programme.

Part Two: Safeguarding Information for all ISCA Staff

Safeguarding Procedures at ISCA

• We will ensure that we have a person directly leading safeguarding to oversee the care and provision for all pupils.

• All concerns, incidents and referrals will be recorded in writing and will be shared with the Designated Safeguarding Lead and other appropriate staff.

• The Designated Safeguarding Lead will devise a plan of action and, where appropriate, seek advice and support from the Surrey Children's Single Point of Access (C-SPA) - **0300 470 9100 (Monday – Friday 9am – 5pm), 01483 517898 (Out of hours emergency number)**

• The Designated Safeguarding Lead, where appropriate, will share their concerns with the pupil's parent/carers.

• The Designated Safeguarding Lead will ensure that information is stored safely and shared with the appropriate child services if necessary.

• Staff will be trained and kept up to date on current safeguarding procedures.

Reporting Procedures for ISCA Staff

Upon the receipt of any information from a pupil, or if any person has suspicions that a pupil may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff. Staff must;

- Record what they have seen, heard or know accurately at the time the event occurs, in writing.

- Immediately share their concerns with the Designated Safeguarding Lead (or the Managing Director if there is an allegation about a member of staff) and agree action to take.

- Refer in person or in writing in a timely way.

- <u>Records must include</u> the date, including the year and the full name of the person reporting the allegations and the records must be signed.

- A member of the safeguarding team will <u>contact the Surrey Children's Single Point of Access for advice and support - 0300 470 9100.</u>

Confidentiality

ISCA, and all members of staff at ISCA, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a pupil or the pupil's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a pupil may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.

Conduct of Staff

ISCA has a duty to ensure that professional behaviour applies to relationships between staff and pupil, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with pupils. All staff should be aware of not working alone with a pupil, guidance around physical interventions, avoiding cultural and gender stereotyping, confidentiality and dealing with sensitive information, personal use of social media and the need for privacy settings.

At ISCA, we recommend the following policies to our staff:

DON'T...

- Instigate physical contact with pupils unless it is appropriate and a part of an agreed reason in your job description (i.e. to administer emergency first aid).

- Respond to physical contact from pupils. If this occurs, or you have any other concerns about pupil behaviour then report it immediately to their Head of House, who will then report to the Designated Safeguarding Lead.
- Give personal information to any pupil – for example your address, telephone or mobile phone numbers, email address, Facebook, Instagram, TikTok or Snapchat details.
- Do not accept or respond to a pupil attempting to give you their personal information - for example their address, telephone or mobile phone numbers, email address, Facebook, Instagram, TikTok or Snapchat details.
- Accept physical or verbal abuse from a pupil. Do not respond yourself but report it immediately to their Head of House.

DO...

- Be aware that verbal interaction with pupils may be interpreted by them as being offensive or inappropriate, even if this was not your intention.
- Be aware that our student body comes from a diverse range of cultural backgrounds. Therefore, what may seem appropriate in one culture or language may not be in another.
- Report any unacceptable behaviour from a pupil.
- Be aware that contact made outside of ISCA with a pupil may also be considered inappropriate by that individual and could lead to your interaction being misinterpreted.
- Keep the door open at all times when interacting with pupils in their bedroom.

Physical Contact and Restraint

Members of staff may have to make physical interventions with pupils. Members of staff should only do this where:

• If it is necessary to protect the pupil, or another person, from immediate danger. All staff would do what is reasonably proportionate and necessary to protect the pupil.

• Staff should explain to the pupil/other pupils in the area what they are doing and why - this prevents misunderstandings.

Site Security

• Pupils are never allowed to leave the campus without adult supervision during the programme.

• Unknown adults on site must always be challenged by a member of staff if not wearing a visitor's badge.

Part Three: ISCA's Safeguarding Policy

ISCA will take all reasonable measures to:

Adopt a student-centred approach, ensuring that there is a 'listening culture' to empower young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies.

Ensure that we practice **safer recruitment** in checking the suitability of staff to work with young people and maintain an up-to-date **Single Central Record** in line with *Keeping Children Safe in Education (2021);*

Ensure that where staff from another organisation are working with our pupils, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff.

Be alert to signs of abuse and neglect, both on campus and from outside, and to protect each pupil from any form of abuse, whether from an adult or another pupil.

Deal appropriately with every suspicion or complaint of abuse and to support pupils who have been abused or considered to be at risk, in accordance with any agreed Child Protection Plan, Child in Need Plan or Early Help/Team around the Child (or equivalent plan).

Design and operate procedures which, so far as possible, ensure that staff and others who have not done wrong are not prejudiced by false allegations.

Be alert to the medical needs of pupilas with physical and mental health conditions.

Operate robust and sensible health and safety procedures and operate clear policies on drugs, alcohol and substance misuse.

Take all practicable steps to ensure that the premises are as secure as circumstances permit.

Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils during our programme.

Statutory and Regulatory Framework

This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

- Section 94 of the Education and Skills Act 2008
- Keeping Children Safe in Education 2021
- The Education (Independent School Standards) (England) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2017
- The Children Act 1989
- Section 175 of the Education Act 2002
- The Children Act 2004
- The Children and Families act 2014
- The Designated Teacher for Looked After and Previously Looked After Children February 2018
- Working Together to Safeguard Children 2018
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- What to do if you are worried a child is being abused: advice for practitioners 2015
- Child Sexual exploitation: Definition and guide for practitioners 2017
- Children Missing Education 2016

- Disqualification under the Childcare Act (2006) July 2018
- Sexual Violence and Sexual Harassment between children in schools May 2018

Keeping Children Safe in Education (2021) defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing the impairment of children's mental or 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.

There are three main elements to our Safeguarding Policy
- **Prevention** – e.g. positive atmosphere, pastoral support to pupils.
- **Protection** – by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to safeguarding concerns.
- **Support** – to support pupils whose welfare has been compromised.

ISCA will therefore (Prevention):
- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, to question and are listened to.
- Ensure robust record keeping in every case including electronic and paper copies of documents and notes that are stored appropriately to ensure confidentiality.
- Ensure that pupils know that there are adults on the programme who they can approach if they are worried or are in difficulty.

ISCA will follow the procedures set out by the Local Safeguarding Children Board to (Protection):
- Ensure we have a designated team of people including senior leaders for safeguarding who have received appropriate training and support for this role.
- Ensure every member of staff knows the name of the Designated Safeguarding Lead responsible for safeguarding, their role and how to contact them.

- Ensure all staff understand their responsibilities in being alert to the signs of abuse, and for referring any concerns, to the Designated Safeguarding Lead.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters.
- Keep written and/or electronic records of concerns about pupils, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely – safeguarding records are kept electronically with only Safeguarding Team members having access to the records. Staff with access are those on the safeguarding team.
- Follow the Local Authority policy and procedures where an allegation is made against a member of staff in line with guidance from the Department for Education.
- Use physical restraint by staff as a last resort. It will only be used in circumstances outlined in the restraint guidance. This will be used when necessary: to avert potential danger and to prevent pupils from harming themselves or others, seriously damaging property; committing a criminal offence; from engaging in any behaviour which may detrimentally affect good order and discipline during the programme.
- Ensure ISCA has pupil records which include at least 2 contact names and addresses.

ISCA will (Support):
- Follow the procedures set out by the Safeguarding Children Board where it is believed that a student is suffering, or is at risk of, significant harm or there are concerns about a parent/carers well-being.
- Support pupils who are identified as being in need by designating an adult with whom they can build a positive relationship of trust.
- The Designated Safeguarding Lead will decide who needs to know and be involved in further investigations.
- The Designated Safeguarding Lead will attend all meetings wherever possible.
- The Designated Safeguarding Lead will decide who needs to be aware of the situation and be involved to support the pupil.

- A member of the Safeguarding team will complete any requests for information i.e. MACF forms MARAC forms/Case Conference forms.

Safeguarding ISCA Staff:

As part of our duty of care to staff we will:

- Be sensitive to changes in the behaviour of and/or circumstances of colleagues and notify the Managing Director so that appropriate support can be given.
- Collect and securely store information pertaining to colleagues next of kin and any medical needs.
- Provide photo ID and update colleagues DBS checks in line with ISCA policy.
- Uphold local authority policies relating to staff welfare.

Staff will be aware that:

- They should share concerns with the Designated Safeguarding Lead at the earliest opportunity.
- Safeguarding concerns are recorded, electronically or in writing.
- Concerns regarding safeguarding are recorded by the member of staff who has the concern, and this is shared with the Designated Safeguarding Lead.
- Confidentiality is an issue which needs to be discussed and fully understood by all those working with young people, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the pupil.
- Pupils must NOT be told that any disclosures will be kept secret because information may need to be reported to Local Authority's Designated Officers (LADO) at C-SPA, Social Care or the Police, however, the adult dealing with a concern should not discuss the matter with anyone other than the Designated Safeguarding Lead.
- Pupils should know that someone else may need to be told in case further action needs to be taken, to keep them safe.
- Factual information is essential and should be recorded i.e.:
  - Know the date and time of the alleged incident and/or when the concern was initiated.

- Know the nature of the concerns and what gave rise to them.
- Know the action they have taken and the nature of involvement by others.
- If a disclosure has been made – have factual recording of the content of the disclosure and any responses that were made.
- It is essential that the member of staff does not 'question' the pupil as this may prevent other services from being able to interview the pupil at a later date.
- If signs of injury/marks – complete body map.

Safeguarding Training:
- Designated staff will receive training on an annual basis.
- All staff will have an update of their basic safeguarding training every year.
- All staff will be reminded of the procedures at the beginning of the programme.

The Managing Director will be informed of any safeguarding issues arising during the programme. General information only will be used in order to maintain confidentiality for the sake of the pupil and to protect evidence that may be needed for any future prosecutions.

Part Four: Types of Child Abuse

Physical Injury

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or 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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/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 substance abuse. Once a child is born, neglect may involve a parent or carer

failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and

technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their organisation's policy and procedures for dealing with it.

Peer on Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

This abuse can:
- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long-lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.

Children or young people who harm others may have additional or complex needs e.g.:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority, but emotional bullying can sometimes be more damaging than physical.

Recognising Peer Abuse

An assessment of an incident between peers should be completed and should consider:
- Chronological and developmental ages of everyone involved.
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability.
- All alleged physical and verbal aspects of the behaviour and incident.
- Whether the behaviour involved inappropriate sexual knowledge or motivation.
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery.
- The effect on the victim.
- Any attempts to ensure the behaviour and incident is kept a secret.
- The child or young person's motivation or reason for the behaviour.

Expected Staff Action

All staff should be clear as to ISCA's policies and procedures with regard to peer-on-peer abuse and the important role they have to play in preventing and responding where they believe a pupil may be at risk from it.

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further actions.

Part Five: Review Cycle

This policy will be reviewed annually.

Part Six: Designated Members of Staff

Mrs Freya Liddle	ISCA (DSL)
Mr John Richardson	Charterhouse School (DSL)
Miss Annabel Hawkins	Charterhouse School (DSL)