



SMARTT Safeguarding Policy

Table contents

Serial	Contents	Page number
1	Introduction	2
2	Procedures	2
3	Awareness and Prevention	3
4	Support within Agencies	3
5	Recognition of Abuse or Neglect	4,5
6	Procedure	5,6
7	Support for learners who may have suffered abuse and neglect	6,7
8	The Health and Safety Policy	7
9	First Aid	8
10	Staff Conduct	8,9
11	Training	9
12	E-Safety	9
Appendix A	Background papers	10
Appendix B	Details of Director of Children's Services and ESRA's in the Local Authorities	11,12,13,14

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Safeguarding Policy

1. Introduction

This document is the Safeguarding Policy for SMARTT which will be followed by all members of the organisation and followed and promoted by those in the position of leadership within the organisation.

1.1 SMARTT aims to adopt the highest standards and take all reasonable steps in relation to the safety and welfare of children, young people and vulnerable adults in respect of its learning services

1.2 There are many areas of potential overlap with a range of other policies. These can be referenced in the relevant paragraphs. When working within schools the checklist is not exhaustive, but serves as an example of how schools can challenge and monitor procedures and gather evidence of SMARTT effectiveness in safeguarding.

1.3 The **Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.

1.4 This document is an overview of safeguarding work. In the case of any serious incident SMARTT will always make reference to formal LSCB guidance. Procedures can be accessed through liaison with the relevant Local Authority's Child Protection Officer and the School/organisation.

2. Procedures

2.1 "Every Child Matters"

When the government published "Every Child Matters" it raised 5 key issues that were deemed essential to the complete development of each and every child. These issues stated that every child must:

- " be and stay safe
- " be healthy
- " be able to enjoy and achieve
- " be able to achieve economic well-being
- " make a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, schools/organisations must embrace the document both individually and collaboratively.

3. Awareness and Prevention

3.1 The government has published a policy “Safeguarding Children and Safer Recruitment in Education” (Departmental of Children Schools and Families - 2006) and SMARTT has used this in formulating its own safeguarding statement.

3.2 The definition of Safeguarding Children that schools/organisations work to is:

‘The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’ (Reference Stay Safe Action Plan DCSF 2008)

This definition covers the full spectrum of safeguarding:

◆ **Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all Children

◆ **Targeted safeguarding** – Some groups of children and young people are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm. This group includes children with additional needs or children in need as defined by the Local Safeguarding Children’s Board Policies and Procedures

◆ **Responsive safeguarding** – Unfortunately, no matter what we do; there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens to support the child(ren) and deal with those who harm them. The children in this group are children in need of protection. (Reference Stay Safe Action Plan DCSF 2008)

4. Support within Agencies

Practitioners and support staff should raise all child safeguarding concerns with their line manager. Line managers must be informed of all child protection issues, including those that have been notified to the Designated or Named Officer. If the line manager is not available, the manager covering their responsibilities must be informed. If no-one is available, advice must be sought direct from Children’s Social Care. If staff are in any doubt they must always seek guidance.

5. Recognition of Abuse or Neglect

Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children or young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

5.1 Physical Abuse

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 or young person.

5.2 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child or young person 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 in so far as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children or young people. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child or young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children or young people 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 ill treatment of a child though it may occur alone.

5.3 Sexual Abuse

Sexual abuse involves 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 (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

5.4 **Neglect**

Neglect is the persistent failure to meet a child's or young persons 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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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 or young persons basic emotional needs.

Individuals within the organisation need to be alert to the potential abuse of children or young people both within their families and also from other sources including abuse by members of that organisation.

The organisation should know how to recognise and act upon indicators of abuse or potential abuse involving children or young people and where there are concerns about a child's welfare. There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child or young person in accordance with these procedures.

6. **Procedure**

6.1 **Responding to a Disclosure**

If someone reports that they, or someone they know, is being abused SMARTT will;

- Believe what the person is saying and take it seriously.
- Reassure the person who has made the disclosure to you that they have done the right thing.
- Give the child or young person time to talk and do not probe or ask leading questions. Investigation is not your responsibility.
- Not promise to keep secrets. All allegations of harm or potential harm must be acted upon.

SMARTT 2013

- Explain to the child or young person that you will share this information with a Senior Management member of the school or organisation who will ensure the appropriate procedures will be followed.
- Record the event in accordance with school/organisation policy procedure.
- The timing of referrals must reflect the perceived risk, and should normally be within one working day of recognition. If, for any reason, we cannot contact the designated or named officer, we should go ahead and contact Children's Social Care.
- Under no circumstances should we speak to or confront the abuser. Do not share suspicions or information with any other person other than Senior Management, Children's Social Care and the Police. Information given to Children's Social Care or the Police will be taken seriously, handled sensitively and shared only on a 'need to know' basis, wholly to protect the child or young person. However, in order to ensure that children are safeguarded on the basis of proper evidence, the source of the referral cannot be kept anonymous.

7. Support for Learners who may have suffered abuse and neglect

The SMARTT will endeavour to support children or young people through: -

- Supporting the appropriate assessment of their needs.
- The schools/organisations ethos, which promotes a positive, supportive and secure environment and gives children or young people a sense of being valued.
- The school/organisation behaviour policy. SMARTT will ensure that learners know that some behaviour is unacceptable and will also ensure that targeted help is given to learners in managing their conduct.
- The schools/organisations Anti-Bullying Policy is also aimed at protecting vulnerable learners who may have been victims of abuse
- Liaison with other agencies that support the child or young person such as, Children's and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service

7.1 Acting on Concerns Regarding an Adult's Behaviour

If there are any concerns about an adult's behaviour towards children or young people (not an employee or volunteer working for the agency): SMARTT will endeavour to;

- Not ignore it and take any concerns very seriously.
- Discuss concerns with the designated or Named Officer or School/organisation Management, who will support in liaising with the statutory agencies should any child protection matter arise.
- Confront the adult, but seek the advice of the Named Officer or School/organisation Management. If they are not available seek advice from Children's Social Care.

7.2 Acting on Allegations against any Employee or Volunteer Working for your Agency

- If we believe there to be a Child or young person Protection issue directly relating to an employee or volunteer working for SMARTT the designated or Named Officer for child protection must be informed. All such allegations or concerns should be referred to and discussed with the person with specialist responsibility for child protection and safeguarding. They will refer on to the Children's Social Care Duty Team. In most cases, a child protection strategy meeting will be called to discuss how to proceed with regard to police investigation, child protection enquiries and/or disciplinary investigation.
- All allegations, even those that appear less serious, need to be followed up and examined objectively by someone independent of the organisation concerned. All allegations will be considered by the Local Authority Designated Officer, who acts for the LSCB agencies to monitor allegations and ensure that the actions in response to the allegation are in accordance with the Child Protection Procedures.

8. The Health and Safety Policy

8.1 SMARTT adopts to the school/organisation Health and Safety Policy. This is monitored at each school/organisation by the relevant Senior Management. A copy of such policies can be viewed by arrangement at school offices.

8.2 Risk Assessment is undertaken for activities, visits and trips (Risk Assessments are shown on request).

9. First Aid

9.1 In schools/organisation there are trained members of staff who oversee first aid. All SMARTT staff are First Aid trained. There are first aid kits situated around schools/organisations. When a child or young person is poorly, or has suffered an accident on the school/organisations site there is a protocol for staff to follow:

- A person trained in first aid is consulted.
- The incident is logged in the accident book.
- For head injuries a note to parents or carers is issued.
- If there is any doubt at all a parent or carer is contacted.
- We comply with the DCSF guidelines on administering medicines.

9.2 For matters of an intimate nature, staff are instructed to deal with a child or young person with utmost sensitivity and always to seek guidance from the Head Teacher, Deputy or Assistant Head or Senior Management. In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent.

10. Staff Conduct

The following guidelines apply to all employees and volunteers whether acting in a paid or unpaid capacity:

- Always avoid unnecessary physical contact.
- Wherever possible avoid taking a child or young person alone in a car, however short the journey.
- Do not take a child or young person to the toilet unless another adult is present or only if another adult is aware.
- If you find you are in a situation where you are alone with a child or young person make sure that others can clearly observe you.
- Maintain appropriate relationships with a child or young person or vulnerable adult.
- Do not divulge personal contact details such as email address or telephone number.

- Do not make suggestive or inappropriate remarks to or about a child or young person, even in fun, as this could be misinterpreted.
- If a child or young person or vulnerable adult makes any kind of accusation regarding a member of staff, you should report this immediately to the Designated or Named Officer.
- Participate in any training which is available to you to support you in your work with children or young person
- Remember that those who abuse children or young people and vulnerable adults can be of any age (including other children or young person and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children or young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct - which would exclude bullying, aggressive behaviour, racism, sectarianism or sexism.
- Except in the case of an emergency, no employee should be alone with an individual attendee.

11. *Training*

Staff with responsibility for child protection training within individual agencies will monitor attendance at relevant training to ensure all relevant staff are aware of the procedures and have received relevant training. Attendance at training events will be reported to the LSCB via the training sub group.

12. *E-Safety*

Children and young people can be vulnerable to exploitation or abuse through the medium of Information Technology. It is important that staff and volunteers are alert to potential risks children or young people may be exposed to, and that steps have been taken to mitigate the risk of this occurring, with specific reference to:

- **Content** – e.g. exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse);
- **Contact** – e.g. grooming using communication technologies leading to inappropriate behaviour or abuse;
- **Commerce** – e.g. exposure to inappropriate advertising, online gambling, identity theft and financial scams;

- **Culture** – e.g. bullying via websites, mobile phones or other communication technologies, or inappropriate downloading of copyright materials (i.e. music, films, images); exposure to inappropriate advertising, online gambling and financial scams;

Addressing these issues through training for staff and volunteers, and awareness raising with service users, or members of the community, will be undertaken by the service. If there is any indication that a child or young person is experiencing difficulties in this area (for instance if they are reported to be spending long periods of time using a PC on their own or if they appear unnecessarily defensive, secretive or anxious about their PC use), then this must be taken seriously.

Appendix A

Background Papers

'What to do if you're worried a child is being abused', December 2006, HM Government

<http://www.everychildmatters.gov.uk/files/34C39F24E7EF47FBA9139FA01C7B0370.pdf>

'Working Together to Safeguard Children', April 2006, HM Government
<http://www.everychildmatters.gov.uk/files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf>

'E safety guidelines'

http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pys_02U

Appendix B

Details of Director of Children's Services and ESRA's in the Local Authorities

Code:	841
ESRA:	Kate Hinchcliffe kate.hinchcliffe@darlington.gov.uk
Director of Children's Services:	Mr. Murray Rose
Address:	Darlington Borough Council, Town Hall, Feethams, Darlington DL1 5QT
Tel:	01325 380651
Email:	enquiries@darlington.gov.uk
Web:	www.darlington.gov.uk
Code:	840
ESRA:	Rose Envy rose.envy@durham.gov.uk

SMARTT 2013

Director of Children's Services: David Williams
Address: Durham County Council, County Hall, Durham
DH1 5UL
Tel: 0191 383 3000
Web: www.durham.gov.uk

Code: 390
ESRA: Christine Hewitson
christinehewitson@gateshead.gov.uk

Director of Children's Services: Maggie Atkinson
Address: Gateshead Council, Civic Centre, Regent Street,
Gateshead, Tyne and Wear NE8 1HH
Tel: 0191 433 3000
Email: shirleyfaulkner@gateshead.gov.uk
Web: www.gateshead.gov.uk

Code: 805
ESRA: John Leach john.leach@hartlepool.gov.uk

Director of Children's Services: Adrienne Simcock
Address: Hartlepool Borough Council, Civic Centre, Victoria
Road, Hartlepool, TS24 8AY
Tel: 01429 266522
Fax: 01429 523777
Email: portal.master@hartlepool.gov.uk

SMARTT 2013

Web: www.hartlepool.gov.uk

Code: 806

ESRA: Julie McGee Julie_mcgee@middlesbrough.gov.uk

Director of Children's Services: Gill Rollings

Address: Middlesbrough Council, PO Box 99A, Town Hall, Middlesbrough TS1 2QQ

Tel: 01642 245432

Email: webmaster@middlesbrough.gov.uk

Web: www.middlesbrough.gov.uk

Code: 391

ESRA: Kare Bower Karen.bower@newcastle.gov.uk

Director of Children's Services: Catherine Fitt

Address: Newcastle City Council, Civic Centre, Newcastle NE99 2BN

Tel: 0191 232 8520

Fax: 0191 211 4941

Web: www.newcastle.gov.uk

Code: 392

Chief Executive: Andrew Kerr

Director of Children's Services: Gill Alexander

Address: North Tyneside Council, Town Hall, Wallsend, Tyne and Wear, NE28 7RR

Tel: 0191 200 5000

Fax: 0191 200 7272

Email: customer.callcentre@northtyneside.gov.uk

SMARTT 2013

Web: www.northtyneside.gov.uk

Code: 929

ESRA: Elaine O'connor EO

Director of Children's Services: Trevor Doughty

Address: Northumberland County Council, County Hall,
Morpeth, Northumberland, NE61 2EF

Tel: 01670 533000

Fax: 01670 533750

Web: www.northumberland.gov.uk

Code: 807

ESRA: Julie Hunter Julie_hunter@redcar-cleveland.gov.uk

Director of Children's Services: Maurice Bates

Address: Redcar and Cleveland Borough Council, Redcar and
Cleveland House, Kirkleatham Street, Redcar, TS10
1RT

Tel: 08456 126 126

Web: www.redcar-cleveland.gov.uk

Code: 393

Chief Executive: Jackie Watson [Jackie.watson@southtyneside-
mbc.gov.uk](mailto:Jackie.watson@southtyneside-
mbc.gov.uk)

Director of Children's Services: Mike Dillon

Address: South Tyneside Council, Town Hall & Civic Offices,
Westoe Road, South Shields, Tyne and Wear NE33 2RL

SMARTT 2013

Tel: 0191 427 1717

Web: www.southtyneside.info

Code: 394

ESRA: Ruth Barker ruth.barker@sunderland.gov.uk

**Director of
Children's
Services:** Dr. Helen Paterson

Address: Sunderland City Council, PO Box 100 Civic Centre,
Burdon Road, Sunderland SR2 7DN

Tel: 0191 520 5555

Fax: 0191 553 1020

Email: enquiries@sunderland.gov.uk

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