

# WORKSHOP

## SAFEGUARDING POLICY

### 1 INTRODUCTION

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2. Safeguarding and promoting the welfare of children is defined 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
  - Taking action to enable children to have the best outcomes

### 2 OUR ETHOS

1. We believe Workshop should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual, emotional and moral development of the individual child.
2. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
3. We recognise that all adults within Workshop have a full and active part to play in protecting our children from harm .
4. We will work with parents and schools (?) to build an understanding of Workshops responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### 3 SCOPE

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.
- 3.2 This policy applies to all adult members of Workshop.

### 5 ROLES AND RESPONSIBILITIES

- 5.1 Workshops lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At Workshop the DSL is Nat Clark. To ensure that there is appropriate cover for this role at all times we also have 2 deputy DSLs, they are: Jonathan Badcock and Josh Kennard.
- 5.2 The case manager for dealing with allegations of abuse made against Workshop staff members is the Head of Service, Jonathan Badcock. The case manager for dealing with allegations against the Head of Service is the Assistant Director, Pete Goddard
- 5.3 The Head of Service, Jonathan Badcock will ensure that the policies and procedures are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.4 All staff members know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

## 6 SUPPORTING CHILDREN

- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support schools and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensuring that all staff understand the additional safeguarding vulnerabilities

### 6.2 Additional vulnerabilities and characteristics can include:

- Looked after children
- Previously looked after children
- Care leavers
- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children frequently go missing from care or from home
- Children misusing drugs or alcohol themselves;
- Children at risk of modern slavery, trafficking or exploitation;
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have returned home to their family from care;
- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;
- Privately fostered children

### 6.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## **7 CHILD PROTECTION AND SAFEGUARDING PROCEDURE**

- 7.1 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website.

## **8 LONE WORKING**

- 8.1 All staff members will be fully DBS checked.
- 8.2 All staff members will have been specifically trained in the area of lone working
- 8.3 A driving policy is in place regarding the transportation of children.
- 8.4 Any physical activity will be covered by a detailed risk assessment, prior to the session taking place.

## **9 REPORTING CONCERNS AND RECORD KEEPING**

- 9.1 All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing by Pete Goddard.
- 9.2 Hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are reported, recorded and considered under safeguarding arrangements.
- 9.3 Attendance patterns are reviewed and responded to under safeguarding arrangements.

## **10 STAFF INDUCTION, TRAINING AND DEVELOPMENT**

- 10.1 All new members of staff will be given an induction which includes the following:
- Issue and explain the safeguarding and child protection policy
  - Issue and explain the behaviour policy
  - Issue and explain the staff behaviour policy/code of conduct
  - Explain the role of the DSL and share the identities of the DSL and all DDSLs.
- 10.2 The induction and ongoing training of staff will include the following key aspects:
- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
  - Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
  - When concerned about the welfare of a child, staff should always act in the best interests of the child.
  - If staff are unsure, they should always speak to the DSL or deputy DSL.
  - If staff have any concerns about a child's welfare, they should act on them immediately.
  - Staff should not assume a colleague or another professional will take action.
  - The DSL or a deputy should always be available to discuss safeguarding concerns.  
If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPoA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- 10.9 Workshop will maintain accurate records of staff induction and training.

## **11 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

- 11.1 We recognise that all matters relating to safeguarding and child protection are confidential.
- 11.2 The DSL will disclose any information about a child to other members of staff on a need-to-know basis, and in the best interests of the child.
- 11.3 All staff members are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 11.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

## **12. WHISTLEBLOWING AND COMPLAINTS**

- 12.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 12.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Head of Service. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.
- 12.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

## **17 POLICY REVIEW**

- 17.1 This policy and the procedures will be reviewed every year.
- 17.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.