



EASTERN SCHOOL OF PERFORMING ARTS

# **Safeguarding For All Policy**

**Scope of Policy: All students, Staff and Contractors**

**Issue Date: July 2019**

**REVIEWED: July 2020**

**Next Review Date: July 2021**

## **1. Introduction**

This policy has been developed to ensure that all staff/contractors/service providers at ESPA are working together to safeguard and promote the welfare of children and young people. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to address any concerns about child welfare.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions at ESPA. The policy complements and supports other relevant Local Authority Policies (Appendix A). Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children', ESPA will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

### **Safeguarding Policy Statement**

**ESPA** has a duty of care to safeguard all children involved in any activities from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account.

**ESPA** will ensure the safety and protection of all children involved in their workshops and activities through adherence to the Child Protection guidelines.

## **2. Ethos**

2.1 ESPA aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to 'Every Individual Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

## **3. Keeping Records and Reporting incidents**

1.3.1 ESPA will keep and maintain up to date information on children and young people on the registers including where and with whom the child is living, schooling, attendance, referrals to and support from other agencies and any other significant event in a child's life.

1. 3.2 ESPA staff/service providers are required to keep a written record of any injury that occurs, along with the details of any treatment given

1. 3.3 Incidents that must be reported/recorded:

If any of the following occur you should report this immediately to another colleague and record the incident. You should also ensure the parents of the child are informed:

(i) if you accidentally hurt a child or young person.

(ii) If he/she seems distressed in any manner

(iii) if a young person or child misunderstands or misinterprets something you have done.

## **4. Roles and Responsibility**

1. 4.1 The Management team of ESPA will ensure that:

- (i) The policies and procedures adopted to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- (ii) The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- (iii) The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- (iv) A Designated Senior Member of Staff for Child Protection is identified and receives appropriate on-going training, support and supervision.
- (v) All temporary staff, service providers and volunteers are made aware of the school's safeguarding policy and arrangements and receive appropriate training which is updated every three years.
- (vi) All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people, and such concerns will be addressed sensitively and effectively.
- (vii) Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- (viii) Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils.

## **5. 5. Recruitment and training of staff and volunteers**

1. 5.1 ESPA recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

1. 5.2 Interview and Induction - All employees, freelance workers (and volunteers) will be required to undergo an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction, during which:

- (i) A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- (ii) Their qualifications should be substantiated.
- (iii) The job requirements and responsibilities should be clarified.
- (iv) They should sign up to ESPA Code of Ethics and Conduct.
- (v) Child protection procedures are explained and training needs are identified.

1.5.3 Training - In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- (i) Analyse their own practice against established good practice, and to ensure their practice is likely to protect them from false allegations.

1. 5.4 Pre-selection checks must include the following:

- (i) All volunteers/staff should complete an application form or submit a CV. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record.
- (ii) Consent should be obtained from an applicant to seek information from the Criminal Records Bureau.

- (iii) Two confidential references, including one regarding previous work with children. These references must be taken up and confirmed through telephone contact.
- (iv) Evidence of identity should be provided (eg passport or driving licence with photo).

## **6. Goodpractice**

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

### **6.1 Good practice means:**

- (i) Always working in an open environment avoiding private or unobserved situations and encouraging open communication.
- (ii) Treating all young people/disabled adults equally with respect and dignity.
- (iii) Always putting the welfare of each young person first.
- (iv) Maintaining a safe and appropriate distance with children and young people (eg it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them).
- (v) Building balanced relationships based on mutual trust and empowering children to share in decision making.
- (vi) Ensuring that if any form of manual/physical support is required, it should be provided openly. If it is difficult to maintain hand or body positions when the child is constantly moving, young people should always be consulted and their agreement gained.
- (vii) Keeping up to date with technical skills, qualifications and insurance.
- (viii) Ensuring that at any residential events, adults should not enter children's rooms or invite children into their rooms.
- (ix) Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- (x) Giving enthusiastic and constructive feedback rather than negative criticism.
- (xi) Recognising the developmental needs and capacity of young people whatever their ability.
- (xii) Securing parental consent in writing to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment.
- (xiii) Keeping a written record of any injury that occurs, along with the details of any treatment given.
- (xiv) Requesting written parental consent if any leaders are required to transport young people in their cars.

### **6.2 Practices to be avoided**

The following should be avoided except in emergencies. If a case arises where these situations are unavoidable (e.g. the child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session), it should be with the full knowledge and consent of someone within the management team or the child's parents.

Otherwise, **avoid:**

- (i) Spending time alone with children/young people away from others.
- (ii) Taking or dropping off a child/young people to an event.

### 6.3 Practices **never** to be sanctioned

The following should never be sanctioned. You should never:

- (i) Engage in rough physical or sexually provocative games, including horseplay.
- (ii) Share a room with a child.
- (iii) Allow or engage in any form of inappropriate touching.
- (iv) Allow children to use inappropriate language unchallenged.
- (v) Make sexually suggestive comments to a child, even in fun.
- (vi) Reduce a child to tears as a form of control.
- (vii) Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- (viii) Do things of a personal nature for children or disabled adults that they can do for themselves.
- (ix) Invite or allow children to stay with you at your home unsupervised.

## 7. Social Media

1.7.1 The safest way to manage your personal media sites is to make sure others cannot access any content, media or information from that profile that a) you do not wish them to have access to; and b) which would undermine your position as a professional, trusted and responsible person.

1. 7.2 ESPA staff, service providers and volunteers must comply with the following

- (i) It is not permitted with either BTEC or HND to be 'friends' with a student on a personal Facebook profile
- (ii) It is not permitted to 'follow' students, either BTEC or HND on their personal twitter profiles. It is also advised that teachers screen followers and do not allow students to 'follow' their own profile.
- (iii) It is not permitted to follow students and it is advised they do not allow followers of students on any instagram that is a 'personal' only profile.
- (iv) It is not permitted to follow and it is advised that they are not followed by any students, either BTEC or HND.

## 8. Social Events

Staff can socialise with students aged 18 and over outside of classes, if this is part of another group or activity (such as rehearsals/fundraising events). However, it is not acceptable for any ESPA issues relating to students or staff to be discussed in any capacity during these events, or to bring the school into disrepute. This is seen to undermine a person's ability to be an effective teacher.

## 9. Physical Contact and 1:1 meetings

- (i) Unless the meeting takes place in an open area where people are around, staff should never undertake a 1:1 meeting alone with a student.
- (ii) It is advised that staff do NOT use physical contact to support, congratulate or comfort any student, where the contact could be singled out as being directed at only one or a number of students. Example: At the end of a show, it IS acceptable to offer ALL students a hug, shake hands, pat on back well done. It is NOT acceptable to offer a hug to one

student and then not anyone else.

(iii) It is NOT acceptable to offer any kind of 'hugs' during a 1:1 session. There should be methods in place to comfort a student without the need for physical contact.

(iv) It is acceptable to use physical contact in class, for example Ballet as required for the lesson. However this should never be done alone on a 1:1 basis.

### **10. Use of photographic/filming equipment in classes/events:**

There is evidence that some people have used workshops and performance events as an opportunity to take inappropriate photographs or film footage of young and disabled people in vulnerable positions. All should be vigilant and any concerns should be reported to the Child Protection Officer. Parental consent will be gained in all cases before any photographs or video are taken of any children or young people. Photo's and video footage will be used for promotional purposes, to highlight the work done and for assessment purposes only.

### **11. Responding to allegations or suspicions**

11.1 Should an allegation be made, the nominated staff member should record the following details:

- (i) Name of the child Parent's/carer's detail
- (ii) Child's address
- (iii) Relevant phone number
- (iv) What is said to have happened or what was seen
- (v) When it occurred
- (vi) Who else, if anyone, was there?
- (vii) What was said by those involved
- (viii) What evidence of abuse can be recorded
- (ix) Who has been told about
- (x) Who was involved in the incident, and if possible record in what was concerned?
- (xi) Was the child able to say what happened, if so how did they describe it?
- (xii) Whether the parent(s) have been advised.

### **12. Managing allegations and concerns against staff, service providers and volunteers**

12.1 ESPA follow the procedures recommended by the LSCB when dealing with allegations made against staff and volunteers.

12.2 All allegations made against a member of staff and volunteers, including contractors, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

### **13. Complaints or concerns by students, staff or service providers**

13.1 Any concern or expression of disquiet made by a child/student will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

13.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

#### **14. Recording and reporting concerns**

14.1 All staff, service providers and volunteers have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- (i) Speak to the Designated Person or the person who acts in their absence
- (ii) Agree with this person what action should be taken, by whom and when it will be reviewed  
Record the concern using the school's safeguarding recording system
- (iii) If you are worried about sharing concerns about abuse with a senior colleague, you can contact social services or the police direct, or the NSPCC Child Protection Helpline on 0808 800 5000, or Childline on 0800 1111.

#### **15. Prevent**

##### **THE PREVENT DUTY**

Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The PREVENT strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that need to be dealt with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes. The Home Office uses a range of measures to challenge extremism in the UK, including: where necessary, preventing apologists for terrorism and extremism from travelling to this country.

giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers.  
funding a specialist police unit which works to remove online content that breaches terrorist legislation.

supporting community based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context they work with a range of civil society organisations.

supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

#### CHANNEL

This is the referral process and forms a key part of the Prevent Duty. The referral process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

#### Channel Contact Details:

Lincolnshire

PC John Richardson, PREVENT Engagement Officer Lincolnshire Police East Midlands  
Special Operations Unit – Special Branch

Tel: 01522 885350

Email: John.richardson@lincs.pnn.police.uk

Cambridgeshire

Sgt. Paul Harris or PC Andy Penegar Email: Prevent@cambs.pnn.police.uk

#### **The Counter Terrorism & Security Act (2015):**

This Act places a duty on specified authorities, including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).

The College is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the School's contribution to the Prevent duty.


The College has engaged positively with, and will continue to promote the value of, the Workshop to Raise Awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately. Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral.



**Declaration**

We, the undersigned, will oversee the implementation of the Safeguarding for All Policy and take all necessary steps to ensure it is adhered to.

**Name:** Kelly-Ann Gordon

**Signed:** 

**Position within ESPA:** Principal/Owner

**Date:** 23.07.2020

## Appendix A

### Local Authority Policy Documents

Lincolnshire Safeguarding Children Board - <http://lincolnshirescb.proceduresonline.com/>

## Appendix B

The following definitions are from Working Together to Safeguard Children (2006)

### Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

### 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 an illness in a child.

### 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 feature age or developmentally inappropriate expectations being imposed on children. 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities 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.

### 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 maternal substance abuse for example. 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). Protect a child from physical and emotional harm or danger.

Ensure adequate supervision (including the use of inadequate caretakers). Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.