



## **Chameleon School of Construction**

### **SAFEGUARDING POLICY**

#### **INTRODUCTION**

Chameleon School of Construction has a statutory and moral duty to ensure that the welfare of young people and vulnerable adults receiving education and training at the construction school is safeguarded and promoted and to provide a safe environment.

Throughout these policies and procedures, reference is made to “young people”. This term is used to mean those under the age of 18. The construction school recognises that some adults may also be vulnerable to abuse, and, accordingly, the procedures may be applied to allegations of abuse and the protection of vulnerable adults.

#### **YOUNG PEOPLE**

- Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
- 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 for our young people. This means that they should consider, at all times, what is in the best interests of the child
- No single practitioner can have a full picture of a young person’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action
- Safeguarding and promoting the welfare of young people is defined for the purposes of this guidance as:

1. protecting children from maltreatment
  2. preventing impairment of children's health or development
  3. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  4. taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.
  - School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
  - All staff have a responsibility to provide a safe environment in which children can learn.
  - All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
  - Staff should expect to support social workers and other agencies following any referral.
  - Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

## **THE AIM**

The aim is to follow the procedures set out by Derbyshire, Stoke-on-Trent and Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019 by:

- **Knowing** that safeguarding and promoting the welfare of young people and vulnerable adults is everyone's responsibility, and **the voice of the child/adult is evident**
- **Protecting** young people and vulnerable adults at our training centres from maltreatment
- Establishing **a safe environment** in which our young people and vulnerable adults can learn and develop within an ethos of openness

- **Preventing** impairment of our young people and vulnerable adults health or development
- **Ensuring** young people and vulnerable adults at our centres grow up in circumstances consistent with the provisions of safe and effective care.
- Offering young people and vulnerable adults a **balanced curriculum** including PHSE, healthy relationship education, online safety, sexting
- Offering young people and vulnerable adults balanced curriculum through online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks**.
- Understanding that **no single professional** can have the full picture of a young persons and vulnerable adults needs and circumstances. **Everyone** who comes into contact with young people and vulnerable adults and their family has a **role to play in identifying concerns, sharing information and taking prompt action**.
- Undertaking the role so as to enable young people and vulnerable adults at our centre to have **best outcomes**.
- Ensuring as a training provider we have a clear understanding of our staff's knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our centres.
- The training provider will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.

### **THE MANAGEMENT IS COMMITTED TO ENSURING THAT THE CONSTRUCTION SCHOOL:**

- Provides a safe environment for young people and vulnerable adults
- Identifies young people and vulnerable adults who are suffering, or likely to suffer, significant harm
- Takes appropriate action to see that such young people and vulnerable adults are kept safe, both at home and at the construction school.

### **IN PURSUIT OF THESE AIMS, THE MANAGEMENT WILL APPROVE AND ANNUALLY REVIEW POLICIES AND PROCEDURES WITH THE AIM OF:**

- Raising awareness of issues relating to the welfare of young people and vulnerable adults and the promotion of a safe environment for the young people learning within the construction school or whilst on placement in the workplace.
- Aiding the identification of young people and vulnerable adults at risk of significant harm, and providing procedures for reporting concerns.
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff.
- The safe recruitment of staff.

The construction school will refer concerns that a young person or vulnerable adult might be at risk of significant harm to the relevant party in the case of a Prime Contractor or School their point of contact for Safeguarding.

The construction school has nominated Jason Duncan as the person with special responsibility for safeguarding issues.

All staff have and will continue to receive safeguarding training at level 1, in order to familiarise them with safeguarding issues, their responsibilities and the construction schools procedures and policies. Refresher training will take place every year. There is a designated senior member of staff with lead responsibility for safeguarding. This person is assisted by other senior staff.

## **THE CONSTRUCTION SCHOOL RECOGNISES THE FOLLOWING AS DEFINITIONS OF ABUSE:**

### ***Physical Abuse***

Physical abuse causes harm to the person of the young person or vulnerable adult. It may involve hitting, shaking, pushing, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring.

### ***Sexual Abuse***

Sexual abuse involves a young person or vulnerable adult being forced or coerced into participating in or watching sexual activity. It is not necessary for the young person or vulnerable adult to be aware that the activity is sexual and the apparent consent of the young person or vulnerable adult is irrelevant. A relationship of trust and a duty of care should exist between an employee or a volunteer and the person for

whom they are caring. It would be seen as a betrayal of trust and, therefore, abusive for that employee or volunteer to have a sexual relationship with the person they are caring for.

Young people and vulnerable adults who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

It is important that the training provider and staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

## **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.  
It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats
  - Upskirting

Guidance Document:

- [Sexual Violence and Sexual Harassment between children in schools and colleges](#)

## **Sexting**

Sexting is when a young person or vulnerable adult takes an indecent images of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by their future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Guidance Documents:

- [Further Guidance for Practitioners](#) – Section C
- [Disrespect Nobody](#)
- [CEOP](#)
- [U tube resource](#)

## **Trafficking**

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

Guidance Documents:

- [Promoting the Welfare & Safety of Children](#) – Section 4K
- [Safeguarding children who may have been trafficked](#)

### ***Emotional Abuse***

Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the young person's or vulnerable adult's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse.

### ***Neglect***

Neglect is the persistent or severe failure to meet a young person's or vulnerable adult's basic physical and/or psychological needs. It will result in serious impairment of the young person's or vulnerable adult's health or development.

## ***Self-Neglect/Harm***

This is not a direct form of abuse, but employees need to be aware of it in the general context of risk assessment and risk management and to be aware that they may owe a duty of care to a young person who places themselves at risk in this way.

## **VULNERABLE PERSONS**

Abuse: a form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child/vulnerable adult by inflicting harm or by failing to act to prevent harm. Children/vulnerable adults may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children/vulnerable adults may be abused by an adult or adults or by another child or children.

### ***Physical Abuse***

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/vulnerable adult. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### ***Emotional abuse***

The persistent emotional maltreatment of a child/vulnerable adult such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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/vulnerable adult 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 a child/vulnerable adult's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/vulnerable adult from 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 a child/vulnerable adult. Some level of emotional abuse is involved in all types of maltreatment of a child/vulnerable adult, although it may occur alone.

### ***Sexual abuse***

Involves forcing or enticing a young person/vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person/vulnerable adult 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/vulnerable adults by other children/vulnerable adults is a specific safeguarding issue in education (see paragraph 27).

### ***Neglect***

The persistent failure to meet a young person/vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the young person/vulnerable adult's health or development. Neglect may occur during pregnancy, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person/vulnerable adult's basic emotional needs

### ***Peer on peer abuse***

All staff should be aware that a young person/vulnerable adult can abuse other children (often referred to as peer on peer abuse). This is most

likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

## **DESIGNATED STAFF WITH RESPONSIBILITY FOR PROTECTION**

### **Senior Staff Member with Lead Responsibility**

The designated senior member of staff with lead responsibility for child protection/vulnerable adults' issues is Jason Duncan.

This person is a senior member of the construction school management team. They have a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people and vulnerable adults, and the promotion of a safe environment for them learning within the construction school.

They have received training in child protection issues and inter-agency working, and will receive refresher training at least every 2 years. He will keep up to date with developments in issues.

### **THE DESIGNATED SENIOR MEMBER OF STAFF IS RESPONSIBLE FOR:**

- Overseeing the referral of cases of suspected abuse or allegations
- Providing advice and support to other staff on issues relating to safeguarding

- Maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of young people within the construction school are aware of the construction schools Safeguarding of Young People and Vulnerable Adults Policy
- Liaising with the appropriate point of contact for safeguarding within the organisation of the Prime Contractor.
- Liaising with secondary schools which send pupils to the construction school to ensure that appropriate arrangements are made for the pupils
- Ensuring that the appropriate liaison takes place with employers and training organisations receiving young people and vulnerable adults from the construction school on long term placements to ensure that appropriate safeguards are put in place.
- Ensuring that staff receive training in child protection issues and are aware of the construction school safeguarding procedures.

### **Designated Staff Members**

#### **THESE DESIGNATED STAFF MEMBERS:**

- Report to the senior member of staff with lead responsibility
- Will know how to make an appropriate referral
- Will be available to provide advice and support to other staff on issues relating to safeguarding
- Have particular responsibility to be available to listen to young people and vulnerable adults studying at the College
- Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- Have received training in child protection issues and inter-agency working, as required by the Local Safeguarding Children's Board and will receive refresher training at least every 2 years

### **DEALING WITH DISCLOSURE OF ABUSE AND PROCEDURE FOR REPORTING CONCERNS**

If a child or young person/vulnerable adult tells a member of staff about possible abuse:

- Listen carefully and stay calm.
- Do not interview the young person, but question normally and without pressure, in order to be sure that you understand what they are telling you.
- Do not put words into their mouth.
- Reassure them that by telling you, s/he has done the right thing.

- Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform him/her of to whom you will report the matter.
- Note the main points carefully.
- Make a detailed note of the date, time, place, what they person said, did and your questions.
- Staff should not investigate concerns or allegations themselves, but should report them immediately to the Senior Designated Person.

In exceptional circumstances, when it is not possible to locate or contact the Senior Designated Person or any other member of the Executive or Senior Management Teams, a member of staff may make a referral direct to the appropriate point of contact within the Prime Contractor's organisation or the relevant School.

This should be reported to the Senior Designated Person or the Managing Director at the earliest opportunity.

## **ALLEGATIONS ABOUT AN EMPLOYEE OR VOLUNTEER**

Any suspicion, allegation or actual abuse of a young person or vulnerable person by an employee or volunteer must be reported to the Senior Staff Member as soon as possible and in any case within two hours of the initial concern arising. If the Senior Staff Member cannot be contacted the Team Leader should be contacted.

The Senior Staff Member or the Team Leader will take such steps as they consider necessary to ensure the immediate safety of the young person/vulnerable person in question and any other person who is considered at risk.

Where it is clear that a young person or vulnerable person appears to have been harmed or is at risk of significant harm or a criminal act appears to have been committed:

- An immediate referral will be made to the Point of Contact at either the Prime Contractor or School and/or the police for investigation.
- Either the Senior Designated Person or the Team Leader will inform the alleged offender/person against whom the concern has been raised how enquiries will be conducted and possible outcomes, e.g.

suspension without prejudice on full pay, disciplinary action, dismissal, and inform them of sources of support, e.g. professional organisations, Trade Unions.

Chameleon School of Construction will not take any action that might undermine any future action or disciplinary procedure, or police investigation e.g. interviewing the alleged victim, alleged offender or possible witnesses before discussing this the Point of Contact of the Prime Contractor.

The College will seek advice from the Point of Contact of the Prime Contractor or School about how, when and by who parents or carers should be informed unless there is an emergency situation, such as when a young person or vulnerable person has been injured and needs medical attention.

Any investigation conducted by Chameleon School of Construction will follow Chameleon School of Construction procedures for investigations. Once the outcome is determined Chameleon School of Construction will take a view on how to proceed in line with its disciplinary procedure. Any investigation should not undermine any police investigation. However, the outcome of Chameleon School of Construction's disciplinary investigation and any subsequent action will not always be dependent on the conclusion and outcome of any police investigation.

Where an employee or volunteer is dismissed from Chameleon School of Construction's employment or internally disciplined because of abusive conduct relating to a young person or vulnerable person, or they leave while under investigation for allegedly causing harm or posing a risk of harm, Chameleon School of Construction will notify the DBS, as appropriate.

Where it is subsequently found that an allegation has been made maliciously Chameleon School of Construction may refer the matter to be dealt with in line with its disciplinary procedures for employees and learners.

Where the allegations concern the Senior Designated Person, the Managing Director will be involved and the Senior Designated Person will play no role.

If the employee is unhappy with the process under which they have been submitted they have the right to make representation through the

relevant Human Resource policy and this should be carried out within 14 days of the decision.

## **ALLEGATIONS WITHOUT FOUNDATION**

The Chameleon School of Construction recognises that false allegations may be indicative of problems of abuse elsewhere in the life of the accuser.

If after investigation the allegations were not substantiated, i.e. a malicious attempt to undermine an employee/volunteer a record should be kept. Inform the employee/volunteer against whom the allegation is made orally and in writing that no further action will be taken. (Consideration should also be given to offering counselling/support.)

- Inform the parents/carers of the alleged victim (where appropriate) that the allegation has been made and of the outcome.
- Where the allegation was made by a person other than the alleged victim, consideration should be given to informing the parents/carers (where appropriate) of that individual.
- Prepare a report outlining the allegation and give reasons for the conclusion reached and confirm that the above action(s) have been taken.

## **SUPPORT**

Chameleon School of Construction recognises that employees/volunteers who have been involved with a young person or vulnerable person who has suffered harm or appears to be likely to suffer harm may require support. Employees/volunteers can obtain support either via their line manager, Human Resources, Trade Unions or self-referral to the Counselling Service.

## **RECORDS**

The Senior Designated Person shall retain a copy of the Referral form (SG1/SG2) and report where appropriate. It is important that documents relating to an investigation are retained in a secure place, together with the written record of the outcome and if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed, or resigns before the disciplinary process is completed he/she should be informed at the the construction school's statutory duty under the Vetting and Barring Scheme to inform

the ISA Child protection records are to be kept for a minimum of 25 years.

## **CONFIDENTIALITY**

All suspicions, allegations and investigations must be kept confidential and shared only with those who need to know.

## **MONITORING EFFECTIVENESS**

Where an allegation has been made against a member of staff, the Managing Director together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the construction schools procedures and/or policies and/or which should be drawn to the attention of the Local Safeguarding Children's Board and the Safeguarding Adults Board. Consideration should also be given to the training needs of staff. A report will be made to the Curriculum and Quality Committee setting out any recommendations.

## **RECRUITMENT AND SELECTION PROCEDURES**

The construction school will ensure that its recruitment and selection procedures are regularly reviewed in order to take account of the following:

- They should apply to staff, senior post holders and volunteers who may work with children.
- The post or role should be clearly defined.
- The key selection criteria for the post or role should be identified.
- Vacancies should be advertised widely in order to ensure a diversity of applicants.
- Require documentary evidence of academic/vocational qualifications.
- Obtain professional and character references.
- Verify previous employment history.
- Criminal Records Bureau checks/ the Children's List and Vulnerable Adults List checks in line with Independent Safeguarding Authority (ISA) definitions
- Use a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks)

Where a DBS Disclosure is required, it should be obtained before an individual begins work. Where an individual is allowed to begin work pending receipt of the DBS Disclosure, the construction school should ensure that the individual is appropriately supervised, does not undertake one to one activity and that all other checks, including the Children's List and Vulnerable Adults List, have been completed.

DBS disclosures are normally returned within four weeks. Where the individual has commenced employment and there is any delay beyond four weeks, the construction school will review the working arrangements with the employee.

If an offence is disclosed, which may pose a safeguarding risk, a decision will be made regarding the suitability of the appointment based on the information received, by the Managing Director.

For further reference – please see our recruitment policy

## **SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IN EDUCATION AND SCHOOLS.**

All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

The construction school has the responsibility of coordinating all concerns regarding the safeguarding and promotion of student welfare. This role ensures the work with young people/vulnerable adults and families/carers will be:

- Young person/vulnerable adults centred
- rooted in child development



- supporting the achievement of the best possible outcomes for young people/ vulnerable adults and improving their wellbeing
- holistic in approach
- ensuring equality of opportunity
- involving of young people and families
- building on strengths as well as identifying and addressing difficulties
- multi and inter-agency in its approach
- a continuing process not an event
- designed to identify and provide the services required, and monitor the impact their provision has on a young person's/ vulnerable adult's developmental progress
- informed by evidence.

Chameleon school of construction will ensure the work undertaken to safeguard and promote the welfare of children supports and enhances the construction schools activity in relation to the five Every Citizen Matters outcomes:

- Being healthy
- Staying safe
- Enjoying & achieving
- Making a positive contribution
- Achieving economic well-being.

## **STAFFORDSHIRE EARLY HELP**

Designated Safeguarding Lead will ensure staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '**professional curiosity and respectful uncertainty**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people, vulnerable adults and families and has an individual responsibility for early intervention

Practitioners should complete the Staffordshire Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person/vulnerable adults' needs.
- Children/ vulnerable adults do not meet threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

- [Families First Guidance Documents](#)
- [Thresholds and Early Help Guidance](#)

## **SAFEGUARDING AND WORK PLACEMENTS/WORK EXPERIENCE**

Safeguarding should be given the same prominence to health and safety and should be considered as part of the initial assessment of the general suitability of any placements or work experience,

### **LONG TERM PLACEMENTS**

The guidance refers primarily to long term work placements. Long term work placements refer to activity that takes place regularly (say a day a week) over several months (i.e. more than two).

## **THE MEASURES THAT HAVE TO BE IN PLACE FOR SUCH ACTIVITIES ARE AS FOLLOWS:**

- The placement will be given a copy of the construction schools to Safeguarding Young People and Vulnerable Adults policy which they are expected to endorse. Where a placement has their own designated member of staff (DMS) for child protection any safeguarding issues arising at the placement should be dealt with by them in the first instance. Where the placement does not have a DMS the placement staff should follow construction school procedures and contact the construction school DMS or if the allegation refers to a member of staff the Managing Director.
- All staff arranging work placements will have safeguarding briefing / training
- The person who has prime responsibility for overseeing the student during the placement will be briefed by the placement organiser to ensure they understand the procedures outlined in the Quick Guide to the Safeguarding Young People and Vulnerable Adults policy.
- The person who has prime responsibility for overseeing the student during the placement will ensure that a risk assessment of the placement is carried out.

## **SHORT TERM PLACEMENTS/WORK EXPERIENCE**

### **THE MEASURES OUTLINED ABOVE SHOULD RELATE TO SHORT TERM PLACEMENTS/WORK EXPERIENCE IN THE FOLLOWING CIRCUMSTANCES:**

- Where the young person or adult may be vulnerable due to special needs, immaturity, abuse or neglect, substance misuse etc.
- Where the young person may be alone with an adult as part of the work placement
- The person who has prime responsibility for overseeing the learner during the placement/work experience will ensure that a risk assessment of the work area is carried out

## **SERVICES OR ACTIVITIES PROVIDED BY ANOTHER BODY ON CHAMELEON SCHOOL OF CONSTRUCTION PREMISES**

Where services or activities are provided by another body on construction school premises the construction school will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding young people and there are arrangements to liaise with the construction school on these matters where appropriate.

Young people should not be allowed in areas where builders are working. However, arrangements should be in place via the contract where possible to make sure that any of the contractor's staff who come into contact with young people undergo appropriate checks.

## **SAFEGUARDING, BULLYING AND INTERNET SAFETY**

This section must be read in conjunction with the Construction School's Social Media Policy. This policy, issued to students during induction and accessible online, advises on safe use of the internet including the protection of personal information and guidance on personal safety. It defines, in detail, the construction school etiquette for computer use. The construction school blocks access to websites considered inappropriate for students to access, including social networking sites. The construction school recognises that these sites are accessed by students outside of the construction school and at times are used inappropriately. The construction school monitors use of these sites monthly, regardless of known incident, and requests removal of any unacceptable material that references the construction school.

### **WHAT IS CYBER BULLYING?**

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset or harass someone else.

**If a young person or vulnerable adult reports that s/he is being bullied or harassed or has been subject to any other form of abuse either face to face, or through internet or mobile phone technology we will follow the procedure as outlined in section C.**

Any allegation of bullying or harassment will be investigated under the Student Disciplinary Procedure, or the staff disciplinary procedure or the disciplinary procedure for senior post holders.

### **SAFER RECRUITMENT AND SELECTION**

The Senior Designated Person is responsible for ensuring that systems are in place which pay full regard to the guidance set out in 'Keeping Children safe in education'.

The College's Staff Recruitment & Selection Policy and supporting procedures ensure that all appropriate measures are applied in relation to everyone who works at Chameleon School of Construction, including Governors, employees, volunteers, and persons employed by external contractors/partners, including:-

- Verifying identity and academic or vocational qualifications (where appropriate)
- Obtaining professional and character references and checking previous employment histories
- Obtaining relevant Disclosure & Barring disclosures for all new and existing employees
- Undertaking risk assessments, as appropriate, following information received from DBS.
- Applying additional checks to all new employees who are non-European Economic Area (EEA) nationals
- Keeping a single central record detailing the range of checks carried out on employees
- In the case of temporary/agency staff operating on Chameleon School of Construction premises, requiring them to agree to and abide by safeguarding conditions set out by Chameleon School of Construction.

## **DISCLOSURE & BARRING SERVICE – STATEMENT ON THE SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURES AND DISCLOSURE INFORMATION**

### **GENERAL PRINCIPLES**

As an organisation using the Disclosure & Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Chameleon School of Construction complies fully with the Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

### **CRIMINAL CONVICTIONS**

Where an applicant discloses a criminal conviction on their application form this should be discussed with the candidate if selected for interview.

When a DBS indicates conviction or caution the HR Manager will arrange to meet them to discuss the nature of their conviction. Each case will be dealt with on an individual basis, depending upon the nature of the conviction and the job role of the member of staff. This information will be

forwarded for consideration by the Safe Recruitment Panel which comprises:

- Managing Director
- Senior Nominated Member of Staff

If it is deemed that the conviction(s) do not pose a safeguarding risk the matter will be taken no further and the member of staff will be advised accordingly.

If the panel feels that the nature of the conviction(s) are such that the offer of employment should not be made. If it is deemed that the convictions are not acceptable the offer of employment will be withdrawn.

In the case of existing staff, if a caution/conviction is disclosed and following an assessment of risk to Children and Vulnerable Adults the construction school decides that the employee is unable to continue in their current role, the construction school will consider options of alternative employment within the construction school. However, if it is felt that the caution / conviction is sufficiently serious dismissal would take place in accordance with the Instrument and Articles of Government.

### **KEEPING CHILDREN SAFE IN EDUCATION (2019) SPECIFIC SAFEGUARDING ISSUES:**

All staff at Chameleon School of Construction have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the Designated Safeguarding Lead, who is the expert within our School.

- Abuse
- Bullying, including cyberbullying
- Children and the courts
- Children with family members in prison
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic abuse
- Drugs
- Fabricated or induced illness

- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children and adults strategy
- Online safety
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Sexual violence and sexual harassment
- Sexting
- Trafficking

**Designated Safeguarding Officer** – Jason Duncan

01283 213427

jason@chameleonschoolofconstruction.co.uk

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Level 1 Safeguarding training to be refreshed annually.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The guidance should be read alongside:

- statutory guidance Working Together to Safeguard Children
- What to do if you are Worried a Child is Being Abused - Advice for Practitioners.
  - In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2019)

Review Date – September 2020