

Beckton Skills Centre Safeguarding Policy

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This document describes the principles and practices of the Beckton Skills Centre (the “Centre”) that are undertaken to ensure Children and Vulnerable Adults are safe and happy when engaged with the Centre, and are protected from harm.

This document applies to all Centre staff, employees and related third parties (including volunteers and self-employed contractors, volunteers, and trustees).

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1 Introduction

This Policy comprises the following sections:

Policy Statement (Section 2) – describes the overarching approach to Safeguarding at Beckton Skills Centre

Central Safeguarding Policy (Section 3) – describes the roles and responsibilities for Safeguarding in addition to descriptions of the relevant legislation, related policies, definitions and key indicators of abuse.

Staff Code of Conduction (section 4) – describes day-to-day best practice for Centre staff

Safeguarding Procedures (section 5) – describes the specific tasks and actions that are required in order to address specific safeguarding risks

2 Policy Statement

At Beckton Skills Centre we believe that:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of children and young people, to keep them safe, to ensure they feel safe and valued, and to practice in a way that protects them.

We recognise that:

- The welfare of children and young people is paramount in all the work we do and in all the decisions we take.
- Working in partnership with children and young people, their parents or carers and other agencies is essential in promoting their welfare.
- All children and young people whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have an equal right to protection from all types of harm or abuse.
- Extra safeguards may be needed to keep children and young people who are additionally vulnerable safe from harm.
- We also owe safeguarding duties to vulnerable adults.
- Everyone involved in the work of the Centre is obliged to make sure that children, young people and vulnerable adults using their facilities are safe. All employees, contractors, trustees and volunteers should abide by the Centre's Safeguarding policies and practices, and that good Safeguarding practice protects not only the children but also the staff and volunteers within the organisation.

We will seek to keep our learners safe by:

- Valuing, listening to and respecting them.
- Escalating and acting upon concerns promptly
- Appointing a Designated Safeguarding Lead (DSL) for children and young people, and a deputy (DSL), and a lead Trustee for safeguarding
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.

- Providing effective management for staff and volunteers through supervision, support and training.
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- Ensuring that learners and their families know where to go for help if they have a concern.
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving learners, parents, families and carers respectively.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we provide a safe physical environment for our learners, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, learners and their families, treat each other with respect and are comfortable about sharing concerns.

If you are unsure about how this statement relates to your responsibilities in respect of the Centre, or concerned about your ability to operate within the policy & procedures for any reason, you must discuss this with your line manager as a priority.

3 Central Safeguarding Policy

3.1 Principles of Safeguarding Children

For the purpose of this policy a child is someone under 18 years of age.

A Child or Young Person has the Right:

- To be protected from neglect, abuse and exploitation: the health, safety and wellbeing of children and young people are paramount.
- To have their welfare and development promoted and safeguarded so that they can achieve their full potential.
- To have their needs determined and met within the context of their family; it is essential to work in partnership with families, whenever possible.
- To be listened to, to have their views given careful consideration and to be encouraged and supported to participate in decisions which affect them.
- To be respected and to be understood in the context of their own cultural, religious and ethnic origin and the values which support this context.
- To expect that those professionals and others working on their behalf will co-operate with staff in all other agencies to protect children.

3.2 Safeguarding at Beckton Skills Centre

The following elements contribute to a safe, open and alert environment at the Centre.

- A whistle blowing policy is adopted through which children and adults are encouraged to voice concerns about abusive or unethical behaviour without fear of recrimination.
- Training for people working in the projects. All staff and volunteers will be trained in Safeguarding, Prevent duty and FGM, as identified by the Centre, which will include recognising signs of abuse. This will include bullying (including peer-to-peer abuse), or putting people down because of their race, religion, culture, gender, sexuality, disability, etc. They will also be trained about the behaviour of abusers and what their duty is if someone

tells them about abuse. They will be trained to know about the whistle blowing policy, specific vulnerabilities concerning SEND students and the principles of early help.

- Sensitive information that is related to Safeguarding issues will remain confidential and will only be shared with relevant agencies on a need to know basis.
- Information will be available to children and young people and their parents/carers, through a leaflet, poster or notice board. Individuals will be trained to know who to speak to if they are concerned about what is happening to themselves or others.
- In discussions, everyone will be encouraged to raise concerns and/or use the centre's complaints procedures and whistle blowing policy.
- A Code of Conduct and Good Practice (see below) has been implemented for everyone involved in the Centre. This makes clear what is appropriate and what is not, for example, advice about lone-working, physical contact and restraint, etc.
- Clear supervision and monitoring arrangements, which are explained to everyone.
- External contact for advice and guidance when Safeguarding Children issues come up and you are not sure how to respond. See below for Newham Safeguarding Children Partnership contact details.
- Ensure that Centre staff is not left in a position where they are working with children alone.
- If a child's behaviour is causing concern within a Centre project (bullying or aggressive behaviour) the child's parent/carer or support worker/school contact (as applicable) should be advised and if this does not resolve the problem the child will be excluded from the activity, until the situation is resolved.
- Records will be kept of all training, supervision meetings, and all other meetings concerning arrangements for children, counselling sessions and concerns raised by children about their treatment.
- Confidential notes and records must be kept in a secure locked cabinet.
- All new recruits should read the Safeguarding Policy during their induction, the line manager should check that this has been achieved at first supervision and note it on the file.
- Staff must liaise with relevant Safeguarding Children agencies (see Appendix B), and ensure that key staff and volunteers attend Safeguarding and Prevent duty training on a regular basis. This should be updated in line with any new legislation.
- When Centre Staff/volunteers have been involved in a case involving Safeguarding issues, this should be discussed with line management to ensure that those involved receive appropriate support.
- All Centre projects that are accessible to families and children should endeavour to promote the safety of children and young people and make available leaflets, help lines and other information.
- All Policies referred to in this document should be clearly available for any Centre project that engages in work with the public.
- Managers should identify a contact within their local Children's Services Department (being Newham Safeguarding Children Partnership). A contact for staff and volunteers when there is an urgent incident that occurs out of hours should be identified. A pro forma is available for this purpose and once completed should be accessible for all staff and volunteers.

In addition

- Adopting Safeguarding Children guidelines through procedures and a code of conduct for staff.

- Sharing information about Safeguarding Children and good practice with children, parents and carers, staff and volunteers.
- Following appropriate procedures for staff and volunteer recruitment and selection.
- Providing effective management for staff and volunteers through formal and informal supervision, support and training.
- When working in partnership with another voluntary, statutory or community project, we will inform all parties of the Centre Safeguarding Policy and Procedures, as required.
- Any organisations working in any Centre managed projects will be required to commit fully to Centre Policy and Procedures.

3.3 Relevant Legislation and Industry Guidance

3.3.1 THE CHILDREN ACT 1989 & 2004

Main principles

1.5. A key principle of the 1989 Act is that children are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

1.6. Good social care practice recognises the following principles when working with children and their families:

- Time is a crucial element in work with children and should be reckoned in days and months rather than years.
- Parents should be expected and enabled to retain their responsibilities and to remain as closely involved as is consistent with their child's welfare, even if that child cannot live at home either temporarily or permanently.
- If children have to live apart from their family, both they and their parents should be given adequate information and helped to consider alternatives and contribute to the making of an informed choice about the most appropriate form of care.
- Continuity of relationships is important and attachments should be respected, sustained and developed.
- A change of home, carer, social worker or school almost always carries some risk to a child's development and welfare.
- All children need to develop their own identity, including self-confidence and a sense of self-worth.

1.7. These principles reflect the intention in the 1989 Act, that parents should be encouraged to exercise their responsibility for their child's welfare in a constructive way and that where compulsory intervention in the family is necessary it should, where possible, support rather than undermine the parental role. The 1989 Act places a strong emphasis on the local authority working in partnership with parents when undertaking their statutory functions.

All agencies and professionals who provide care and services to children should co-operate to establish an effective, well-integrated network of services. The Children and Social Work Act 2017 is also part of the framework for safeguarding and child protection in England.

3.3.2 THE CARE ACT 2014

We acknowledge the statutory framework for protecting adults at risk. There are several key principles under the Care Act, of which 3 are most relevant to safeguarding practices at the Centre:

- **Protection** – Professionals should always work to protect you and other people from abuse and neglect. The Act clearly states how people can raise concerns about the safety or wellbeing of someone who has care needs. If a person is at risk of abuse or neglect, authorities must act immediately. An effective response must be in place to protect the person in need.
- **Partnership** – Any decisions should be made with the person's involvement, and their wellbeing should be balanced with that of any involved family and friends. It also applies to multi-agency collaboration working in partnership to provide the appropriate care and support for the individual.
- **Accountability** – Professionals should ensure that any actions taken to support a person receiving care affect their rights and freedom as little as possible. The accountability principle also states that safeguarding is everybody's duty, and everyone in contact with a vulnerable person should be responsible for noting any risks and taking action on any harm identified.

3.3.3 Counter-Terrorism and Security Legislation

Amongst other objectives, counter-terrorism legislation is designed to reduce the risk of people being drawn into terrorism, by enhancing the programmes that combat the underlying ideology which supports terrorism through improved engagement from partner organisations and consistency of delivery

3.3.4 Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

3.3.5 The Data Protection Act 2018

Under the 'data protection principles' the Centre must ensure information is:

- used fairly, lawfully and transparently
- used for specified, explicit purposes
- used in a way that is adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary
- handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

3.3.6 Keeping Children Safe in Education

Keeping children safe in education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children. It is essential that everybody working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of the guidance.

3.3.7 Working Together to Safeguard Children 2023

This guidance emphasises the need for inter-agency collaboration for effective Safeguarding

3.4 Related Policies

Policies maintained by the Centre that are also relevant to safeguarding are:

- Anti-bullying Policy
- Data Protection Policy
- E-Policy
- Health & Safety Policy
- Lone working policy
- Complaints policy
- Whistle-blowing policy
- Equal opportunities policy

3.5 Roles and Responsibilities

3.5.1 ROLE OF DEDICATED SAFEGUARDING LEAD

The DSL is responsible for making sure the Safeguarding policy is working.

The current representative is: Julie Chant

The deputy safeguarding representative is: Angela Fitzpatrick

Centre staff will have contact details for the DSL or deputy. All staff and volunteers must be made aware of the DSL and deputy DSL and how to contact them during induction training.

The DSL has a number of responsibilities:

- Receiving information about Safeguarding Children concerns and recording it;
- Assessing the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate;
- Consulting initially with statutory agencies to test out any doubts or uncertainty about the concerns as soon as possible;
- Making a formal referral to a statutory agency or the police without delay, including making referrals to the Disclosure and Barring Service where a person in regulated activity has been dismissed or removed due to safeguarding concerns (or would have been had they not resigned).

The DSL and Deputy DSL must:

- Have undergone DSL Training, the training should be updated every two years.
- Be aware of the Centre Safeguarding Policy and follow procedures at all times.
- Ensure all relevant staff and service users are aware of their role.
- Advise the Board of Trustees of any Safeguarding Children training needs
- Make themselves available for consultation by staff, volunteers and service users and support staff attending Safeguarding Children conferences convened by Children's Services.

- When contacted by staff /volunteers/ services users: Obtain as much information as possible in order to fill out the checklist referral form as fully as possible (this information will be requested by the duty social worker if a referral is made to Children's services).
- In cases where the DSL is unclear if a referral to Children's Services is required, he/she must consult initially with a statutory Safeguarding Children agency such as the local Family Services department, health board or NSPCC, to discuss any doubts or uncertainty about the concerns as soon as possible.
- It is not within the role of the DSL to decide whether a child has been abused or not.

Throughout this document it is to be assumed that the Deputy DSL will assume the responsibilities of the DSL at such time as the DSL is unavailable or on leave.

3.5.2 Role of all Centre Staff, including Volunteers and Trustees

Policies and procedures apply to all those who work with or in the Centre. This includes all paid staff, contractors, volunteers and trustees.

Centre Staff must adhere to the principles and practices described in this document. **In particular, all staff and volunteers must report any safeguarding and Prevent concerns to the Designated Safeguarding Lead (DSL).**

Identification of concerns might include, although this list is not exhaustive:

- Expression of views which discriminate against protected groups or individuals
- Third party reports of concerns about behaviour e.g. plans to travel abroad or extremist activities
- Evidence of discriminatory treatment of other groups or individuals
- Evidence of bullying behaviour or harassment
- Evidence of non-compliance with the providers expectations of behaviour
- Possessing or accessing extremist materials.
- Evidence of family concern about vulnerability to extremism
- Expression of extremist views including on social media
- Use of extremist language
- Threats of violence

Under current legislation all staff and volunteers have a duty to demonstrate and help develop values which underpin an awareness of social and moral responsibility in modern Britain. Complying with the Prevent duty includes promoting and exemplifying British values: i.e. democracy, rule of law, individual liberty, tolerance and mutual respect and different faiths and beliefs. This includes complying with the Equality Act 2010 by not discriminating against the following characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

HANDLING INDICATIONS OF POSSIBLE ABUSE

In order to adhere to Safeguarding Children law and best support staff, the following procedures must be adhered to in all following cases:

- Child Discloses Abuse and / or Staff see signs of possible abuse or neglect.
- A child/ parent/carer/ staff member / volunteer disclosures information and / or concerns about staff member / volunteer.
 - Information about a child may come from another child, a brother, sister or friend. This information should be taken seriously.
- You have information or an indication that a child is visiting a Registered Sex Offender.

What you must do:

- Do not question the child/person other than to clarify what he/she has said. If a child/adult tells you something you should not promise to keep it a secret BUT STATE THAT YOU MAY HAVE TO PASS THE INFORMATION ON BEFORE THEY START TO DISCLOSE ANYTHING.
- Give reassurance i.e., “it’s good that you shared that with me, well done”.
- Record what the child/person has said as soon as possible using the referral forms.
- Complete the Referral form and send to the Dedicated Safeguarding Lead (DSL), agree the most suitable way to transfer this information adhering to policy on confidentiality.)
- Inform your DSL and /or line manager as soon as possible*.

*All allegations of FGM must be reported personally to the police after informing the DSL

3.6 Definition of Child Abuse

Child abuse occurs in all sectors of society, regardless of age, religion, social class and sex. It occurs because the adult either does not recognise the child’s needs or is unable to meet them or chooses to ignore them. Abuse lies at the extreme end of child rearing practices. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children 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 may be abused by an adult or adults or by another child or children.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

3.6.1 Physical Abuse

Physical abuse refers to actual or attempted injury of a child under sixteen where there is reasonable suspicion that the injury was inflicted or knowingly not prevented. This includes 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. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the ‘soft’ parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for

concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later. Another form of physical abuse is Female Genital Mutilation (FGM).

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

3.6.2 Sexual Abuse

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

3.6.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child under the age of 16, such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental 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 (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Passive emotional abuse may include ignoring pleas for help, failure to comfort, reassure or encourage the child to provide the necessary attention and stimulation for healthy development.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. See also notes on Prevent Duty.

3.6.4 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 e.g., 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 child's basic emotional needs

Neglect occurs when the child's essential needs are not met and this is likely to cause impairment to physical health and development. E.g. Using children to pass drugs is a form of child abuse

3.7 Indicators of Child Abuse

3.7.1 Behavioural changes possibly indicate abuse – which may become apparent to staff

Please note that none of these are 'proof' of abuse and can only serve to raise a concern. There are many other explanations for each of these behaviours other than abuse. Each will be considered by Children's Services within the wider context including the child's age and development level, life events (such as imprisonment of a family member) and transitions and degree of disturbance.

- Anything that makes you (the adult) feel uneasy
- Withdrawn, depression and low self esteem
- Increased absence
- Fear and anxiety, other mental health problems
- Behavioural problems such as tantrums and destructiveness
- Self injury (e.g. head banging, biting) or self-neglect
- Alcohol/substance abuse
- Concealed pregnancy
- Sexual knowledge or play that is inappropriate for the child's age
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults
- Unexplained gifts or new possessions

3.7.2 Further indicators/risks to be aware of

- Child criminal and sexual exploitation including gangs and county lines
- Financial or material abuse
- Hate crime
- Modern slavery
- Trafficking
- Neglect and acts of omission
- Peer on peer abuse, including sexual violence and upskirting

3.7.3 Traits of a possible abuser:

- Pays an unusual amount of attention to individual or groups of children and provides them with presents money or favours.
- Seeks out vulnerable children, for example disabled children.
- Seeks out opportunities to spend time with single children or a small group on a regular basis.
- Takes a child or small group of children to his/her own home.
- Is vague about previous employment or gaps in employment history.
- Avoids co-working or supervision of his/her work.
- Encourages secretiveness about his /her activities with children.
- Talks or behaves inappropriately with children.
- Misuse/exploitive use of technology

All of the above indicators are for guidance only and are non-exhaustive. It is important to be observant.

4 Staff Code of Conduct

This section describes day-to-day best practice for centre staff in order to provide a safe operating environment. All staff and volunteers coming into contact with children should follow these general rules. Failure to do so will instigate disciplinary procedures.

4.1 Good Practice

- **All public work bases must clearly display a copy of Beckton Skills Centre Safeguarding Policy Statement.**
- Centre Trustees, Staff/volunteers must not work alone with children unless there is at least another adult present on site.
- The usual ratio of staff to students will be 1:6, or in accordance with Newham Council's guidelines. Children under the age of 16 are not to be left unaccompanied in Centre premises.
- We will ensure any contractors, tradespeople or other visitors are not left alone with young people.

Everyone at the Centre should be treated with dignity and respect. Staff and volunteers must maintain professional boundaries (both face to face and when using technology) and must not:

- Engage in sexually provocative activity
- Allow or engage in inappropriate touching of any form
- Allow children to use inappropriate language or intimidating behaviour unchallenged
- Make sexually suggestive comments about or to a child, even in fun
- Fail to act on or record any allegations made
- Use physical contact unless absolutely necessary
- Do things of a personal nature for children that they can do for themselves
- Engage in the restraint of a child unless qualified to do so and only as a last resort
- Allow unattended access to the Internet by children/young people unless it is a specific safe site approved by the Centre
- Expose children to pictures or written materials that are pornographic, upsetting or offensive

When it is unavoidable that any of the following happen, they should only occur with the full knowledge and consent of someone in charge at the Centre and the parent/carer.

- Take children alone on car journeys, however short
- Take children to your home
- Take children to any venue that is not directly related to the provision of training

4.2 Managing Behaviour and Acceptable Physical Restraint

Due to the very nature of the Centre's work with young people, it may, at times, be necessary to restrain a young person for their own safety or for the safety of others. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances in accordance with the guidance contained in *Use of reasonable force in schools*. Centre staff that have received restraint training, will endeavour to carry out the restraint wherever possible. All use of restraint will be reported to the DSL and recorded.

4.3 Personal Safety

All Centre staff and volunteers should be aware of their own personal safety. To this end the Centre does not expect staff or volunteers to be placed in vulnerable situations. In such situations as students or others are jeopardising the safety of any individuals, the Police should be called.

4.4 Lone Working

The Centre has limited resources, and may operate with minimal levels of staff and volunteers. It is also important to manage our services in a way that staff or volunteers are not working alone, or out of the line of view of other staff, volunteers, so that if a contentious situation should arise someone is able to deal with it effectively. All such incidents should be recorded in the incident book. Please refer to the lone working policy.

4.5 Activities Away from the Main Premises

When activities are arranged away from the Centre, employee leading the training should ensure that the Centre has:

- Provided valid insurance cover for their staff and volunteers.
- Undertaken a full risk assessment on the planned venue
- That, where appropriate, parent / carer permission has been given for the trip and a completed / signed application form handed to the Centre
- trained all staff attending the event accordingly (health and safety, first aid etc.)
- Arranged transportation to and from the venue if applicable.

4.6 Consent

When consent is required for any care, activity or intervention we will, unless it is an emergency, obtain consent from the individual if of sufficient age and or understanding. We will ensure we fulfil our obligations under law in terms of parental responsibility and mental capacity legislation on supporting, where possible, the individual's right to make their own decisions. Any decisions made should be the least restrictive and recorded.

4.7 Confidentiality

Staff are encouraged to discuss issues, feelings and concerns within the confidence of formal supervision with their line manager. As per the procedure for Reporting Suspected Abuse & Referral (below), concerns should also be escalated to the DSL. Having informed the DSL, staff must treat concerns, information and records confidentially. Cases must not be discussed with work colleagues unless agreed with line manager (who may need to seek guidance from Children's services). Information will be shared on a need to know basis only. This will be decided by the Safeguarding lead or deputy and communicated to relevant staff if appropriate.

Confidential notes and records must be kept in a secure locked cabinet, or secure online folder.

However, confidentiality concerns should never inhibit reporting or referral of suspected abuse.

Data protection legislation places a duty on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure.

4.8 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for staff to recognise the importance of information sharing

between practitioners and local agencies. Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care. The duty to treat information confidentially does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

5 Safeguarding Procedures

This section describes procedures related to Recruitment, Training, and Reporting of Suspected Abuse

5.1 Recruitment

All volunteers and staff, including temporary personnel, office staff and helpers are subject to a careful and rigorous selection and vetting process with the following elements:

Role Advertisement

The Centre will demonstrate its commitment to safeguarding and protecting children by ensuring all recruitment advertising material contains a safeguarding policy statement. Job descriptions will clearly set out the extent of the relationship with, and degree of responsibility for, children for whom the person will have contact.

Application Process

- Completion of an application form, detailing any former names, and checking the person's identity by their birth certificate or passport, preferably by something that has their photograph.
- Completion of the relevant criminal declaration form [posts involving work with children are exempt from the Rehabilitation of Offenders Act 1974; see www.nacro.org.uk for templates.].
- A full history of employment, identifying reasons for gaps in employment or inconsistencies including any periods of further education or training.

References

- Taking up two written references, one from the most recent employer (to the extent relevant or practicable), which are seen before the interview and verified by a follow up phone call. A reference pro-forma relating to the candidate's suitability to work with children should be provided. Also, the referee should be asked to confirm whether the applicant has been subject to any disciplinary sanctions and whether the applicant has had any allegations made against him/her or concerns raised which relate to either the safety or welfare of children and young people or about the applicant's behaviour towards children. Details about any concerns or allegations should be sought.

Interview

- An interview preferably by two people, with at least one having undergone safer recruitment training

Checks

- A check of essential qualifications, as applicable
- Confirmation of right to work in the UK
- Seeking advice about recruiting someone with a criminal record with relevant agencies.
- Carrying out police checks and checks with the Disclosure and Barring Service (DBS). (See section below.)
- Negative feedback regarding potential worker/volunteer received from other agencies, or partnerships should be carefully considered.

Appointment

- A supervised probationary period of 3 months for new people to the Centre and a comprehensive induction period that includes familiarisation with Centre Safeguarding Children procedures.

5.1.1 DBS Disclosure Checks

- Those employed* by the Centre for training purposes should have an Enhanced DBS check with children's barred list information.
- This DBS must be for self-employment or (if employed directly by the Centre) be arranged by the Centre. DBS checks done by other employers/institutions are not transferrable to the Centre.
- Employees awaiting an enhanced DBS can work on site but not alone with students. If with students, they must be supervised by another employee with an Enhanced DBS, or accompanied by a support worker accompanying the student.
- Support workers who are employed by other institutions should follow the safeguarding practices of those institutions.
- Those employed, contracted or in voluntary roles for non-training purposes should have Basic DBS checks. These employees are not expected to work with students, have the opportunity for regular contact with children and should never be alone with them. If a non-training role provides the opportunity for regular contact with children, an enhanced DBS check (without children's barred list information) will be required.
- Trustees of the Centre must obtain an Enhanced Disclosure or comply with the latest legislation.
- The Centre should obtain confirmation from the schools that the staff accompanying young people have a satisfactory (enhanced) DBS check.

*'Employed' means directly employed, contracted and volunteers.

Further details on different types of DBS checks can be found at section 218 onwards of "Keeping Children Safe in Education":

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

5.1.2 New Applications – Investigations or Enquiries

All Applicants whose position involves regular contact with children or families should be asked whether they have been the subject of any enquiries undertaken by the police or Family Services department following allegations made against them, which may have a bearing on their suitability for the post. They should also be required to disclose whether they have ever changed their name. They should be required to sign a statement and could also be requested to renew the statement again. See Appendix D.

New staff will receive a copy of the appendices, policies and procedures and safeguarding training plans.

5.1.3 Recruitment and Vetting – Further Advice and Guidance

The following websites provide advice and guidance on recruiting and vetting new staff:

- Disclosure and Barring Service www.gov.uk/government/organisations/disclosure-and-barring-service
- Various guidance documents can be freely downloaded from the above site.
- Nacro: Recruiting Safely and Fairly: A practical guide to employing ex-offenders

5.2 Existing Employees

5.2.1 DBS Disclosure Checks - Existing Staff

The Trustees are responsible for identifying the level of disclosure required when application forms are sent out.

DBS checks for existing staff and volunteers will be refreshed every 3 years. As staff approach the three year stage of working the line manager should advise staff that a further DBS check requires to be undertaken.

5.2.2 Training

All staff working directly with children should receive annual refresher training. This training will inform them of Safeguarding Children issues in terms of regulations and guidelines, and should be carried out by attending local appropriate training schemes or undertake certificated online training as arranged by the Centre.

5.3 High-Risk Situations

5.3.1 The Late Pick-up of a Child or Young Person

If a Child is due to be collected but has not been, then the supervising adult should follow any steps agreed with Parents/Carers or the school for this situation. For example, it may be acceptable for older children to make their own way home if that has been agreed in advance.

If no such agreement has been made, and attempts to contact the parent and nominated emergency contact fail, the supervising staff member should wait with the child or young person with at least one other staff, volunteer or parent wherever possible.

Employees should not:

- take the child, or young person to another location
- wait alone with the child or young person in a vehicle or at the venue
- send the child young person or adult at risk home with another person, without parental consent
- leave the child or young person alone.

If all attempts to make contact fail, the following should be contacted (in order):

- Parents/Carers
- School contacts, if applicable
- Social Worker contacts, if applicable
- If no contact is made then it may be advisable to contact the police for advice.

5.3.2 Missing Persons

If a child or young person goes missing from the group or organisation it should be reported to the relevant school or support worker (as applicable) or the police. Use 999 where there is a concern that they cannot be found or are vulnerable.

A missing person may be assessed as 'at risk' if they fit one or more of the following categories.

- is under 16
- has expressed feelings of suicide
- has dementia
- has been acting totally out of character
- has mental health issues
- is under increased stress
- has an illness or a physical disability
- has a learning disability
- is in need of regular medication/care
- is an addict

The DSL or Deputy should be informed as soon as possible, and all details and actions recorded, dated, timed and signed.

5.4 Reporting Suspected Abuse & Referral

5.4.1 Concerns about a child with no obvious injury or direct allegation

Staff concerned that a child is at risk of harm, must speak to the DSL as soon as possible:

Contacts with children may be brief. If you have concerns, it is still important that you share this with the DSL. It is possible you may never see that child again and your one observation could be the only chance of protection the child may receive.

5.4.2 Observation of injury

Staff should ask the child about an obvious injury or bruise, if the child is able to communicate with language. Is it consistent with the injury? Keep it brief and open ended, (e.g. “Jade, that’s a big bruise how did you get it?” or “Jade, that looks painful, how did it happen?”). It may be a good idea to write down the child’s answer and the following response. Do not question the child more closely. It is not our business to investigate. This will be followed up by the relevant agencies if necessary.

5.4.3 Records of Complaints or Concerns

All Files that record complaints or concerns about abuse and decisions made (with their reasons), should, once the file has been actioned or investigated, be secured in a dedicated locked filing cabinet at the Centre Office where the Manager holds the key.

Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome.

5.4.4 Disclosures

Suspicious of abuse and neglect are 'serious'

- DO NOT sit alone and decide whether to tell or not – you MUST pass it on.
- DO NOT delay or investigate
- DO write down what you have been told or what you have observed with relevant dates.
- DO write down what has brought about your strong suspicion.
- DO pass your thoughts / information on immediately as instructed.

5.4.5 Procedure for Referral to Children's Service

Complete the 'Checklist/ Form for Reporting Suspected Abuse' as fully as possible: (see Appendix A).

Following consultation with staff volunteers or service users: if a decision is made to refer to Children's Service it is the responsibility of the DSL to make a referral (usually by telephone in the first instance).

Telephone referrals must be followed up in writing to Children's Services within 24 hours of the phone referral: send a copy of the checklist referral form.

In all cases a copy of the written referral must be sent to The Chair of the Centre.

Any records relating to child abuse should be kept in a secure place at the Centre Head Office for a period of 20 years.

5.4.6 Useful Contacts

Contact Details, including telephone numbers and email addresses are listed in Appendix C

5.5 Handling Indication of Abuse by Staff or Volunteers

Any and all indications/allegations of Abuse by Centre Staff (including Contractors, Volunteers and Trustees) are to be taken seriously. Escalation and review will be conducted in such a manner as to protect the interests of all parties. The safety and protection of young people and vulnerable adults is paramount. Confidentiality concerns should not be used as a reason not to raise a safeguarding concern. However, once the concern has been raised to the DSL the matter will be handled confidentially.

Once raised, the allegation will only be discussed with the manager and the Chair of the Board of Trustees. The matter will not be discussed with other employees, visitors, nor students, except to the extent necessary to establish the required facts.

Staff under investigation will be subject to suspension until enquiries are completed, the matter will then be reviewed by the DSL and the Board of Trustees who will determine whether disciplinary measures (potentially including dismissal) are required, or if escalation to the local authorities and/or Police is required.

Considerations taken into account by the DSL and Board will include:

- Communication – rumour or fact
- Guilt and blame – if suspicions have been around for some time
- Impact – on individuals, of the nature of what occurred to whom

- Gaps in the organisation – posts and roles held
- Careful consideration will be given in each case to the sharing of information and the provision of appropriate support. The opportunity to 'de-brief' after an event will be routinely considered. Deciding on who should be involved in this will be related to the extent of knowledge about the concern and the impact on individuals – staff or/and service users.

Information regarding allegations will be noted on the file unless the DSL and Board determine that the concern/allegation was unfounded.

Support offered – designated person and counselling will be made available to all affected parties if required.

6 Version Control

Version	Author	Date	Changes
BSC SAFEGUARDING policy updated June 2021	Julie Chant	June 2021	Original Draft
BSC SAFEGUARDING policy June 2022 update marked to June 2021 version	Jane Ludden	15 June 2022	<p>Updates made:</p> <ul style="list-style-type: none"> to make clear the policy also applies as relevant to protect adults at risk to reflect: “Keeping Children Safe in Education 2021”; certain applicable sections from Model SafeCIC safeguarding policy; and checks against Newham “Safer Recruitment Policy” <p>Changes to correct minor errors, formatting, improve layout, sense, consistency and reduce duplication, etc.</p>
BSC Safeguarding Policy V1.0	Scott Henderson	27 th June 2023	<ul style="list-style-type: none"> Revised document structure & format Adoption of numerical versions Removal of duplicate statements and other simplifications Confirmation of telephone numbers and contact details Additional guidance on late pickups Update of Policy Statement
BSC Safeguarding policy V1.0 updates	Julie Chant	15 th August 2024	<ul style="list-style-type: none"> Reviewed and updated Legislation dates where appropriate. Inserted statement about school staff attending having appropriate DBS check & tradespeople not being left alone with young people. Quantified statement regarding staff to include self-employed contractors. Updated reference to deputy DSL details. Revised review date

7 Approvals & Periodic Review

At a minimum this Policy must be reviewed and re-approved annually. It should also be revised as/when required based on changes in practices, risks, and regulations.

Approval for annual reviews and changes must be granted by the Board of Trustees of the Centre.

In addition, the Policy should be signed by the Designated Safeguarding Lead

Board of Trustees Approval Date for this version: 28th June 2023

Reviewed 15/08/24

DSL Signature & Date:

8 Appendix

8.1 Appendix A- CHECKLIST/FORM FOR REPORTING SUSPECTED ABUSE

Name of child: _____

Age and date of birth (if known): _____

Ethnicity: _____

First language: _____

Any special factors: _____

Disability: _____

Parent's / Carers name: _____

Address and phone number if known: _____

Are you reporting your own concerns or passing on those of somebody else?

Give details: _____

Brief description of what prompted the concerns.

Include dates, times etc of any specific incidents: _____

Any physical signs? Behavioural signs? Indirect signs? _____

Have you (or the person you are reporting on behalf of) spoken to the child?

If so, what was said? _____

Have you (or the person you are reporting on behalf of) spoken to the parents/carer?

If so, give details: _____

Has anybody been alleged to be the abuser? If so, give details: _____

Have you consulted anybody else? If so, give details: _____

Your name and position: _____

To whom reported and date of reporting: _____

Signature: _____

Today's date: _____

8.2 Appendix B- REFERRALS TO CHILDREN'S SERVICES

The following action will happen if Children's services are satisfied that there is reasonable cause to suspect significant harm:

- The duty officer will consult his/her supervisor to decide the degree of urgency.
- The duty officer will check if the child is already known to Children's services or if the child is already on the Safeguarding Children Register (sometimes referred to as the 'at risk' register).
- The duty officer will consult with other professionals who know the family.
- The duty officer, in consultation with his/her supervisor, will negotiate the next step of an investigation with the Police (if this is deemed necessary).
- Either with or without the police, plans are made to interview the child, parents/carers and/or any other relevant party. This may include the person who made the referral and / or the most direct knowledge of the present situation.
- If a family member is suspected of being an abuser, the Police will take responsibility for interviewing him/her.
- A social worker may not be able to interview the child before the child is due to leave. In this case staff do not have the power to stop a child returning home.
- If the concerns are found to be groundless and no specific allegations have been made, the matter will be taken no further. The NP is normally informed of this.
- If concern about the child's welfare remains after an investigation, an urgent Safeguarding Children Conference will be called. The NP may be invited to attend the Conference or be asked to write a brief report about their involvement with the child and / or family.
- Safeguarding Children conferences determine whether or not a child's name should be put on the Safeguarding Children Register. If this happens the people at the conference draw up a Safeguarding Children Plan, which will be regularly reviewed at subsequent Safeguarding Children conferences.

8.3 Appendix C- RELEVANT CONTACT PERSON IN AREA OF PROJECT

Location

Our local contact at Children’s Services regarding Safeguarding Children issues is:

Newham Safeguarding Children Partnership - 020 3373 4600. (9am-5.15pm)

The contact person at Beckton Skills Centre is:

Mrs Julie Chant – 020 7511 3000, 07802 284322, becktoncentre@hotmail.com

The deputy contact person at Beckton Skills Centre is:

Mrs Angela Fitzpatrick – 02075113000, 07484775013, angela@becktonskillscentre.co.uk

Out of Hours (Weekends/ after 1700hrs) contact should be made through:

Newham Safeguarding Children Partnership- 020 8430 2000

The NSPCC Safeguarding Children helpline is a free 24-hour service that provides counselling, information, and advice to anyone concerned about a child at risk of abuse.

Telephone 0808 800 5000

Email help@nspcc.org.uk

NSPCC Dedicated Helplines (e.g. for Abuse in Education, Gangs, Radicalisation, FGM)
<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/>

8.4 Appendix D- NEW STAFF APPLICANTS DECLARATION FORM

BECKTON SKILLS CENTRE

Registered charity 1152580

7 Hillcroft Road

London, E6 6LW

APPLICATION FOR VOLUNTARY or PAID, PART TIME or FULL TIME EMPLOYMENT

Surname.....Name(s):.....

Previous Name(s).....
.....
Please include dates each name was used (MM/YYYY)

Date of birth

National Insurance No.....

Position applied for

Location

Would you like to work: Full time Part time

If part time, please state date and hours

.....

I understand that the information contained in this form, the results of the criminal record check and information supplied by third parties may be supplied by the Centre to other persons or organisations in circumstances where this is considered necessary to safeguard children.

(Please tick)

Have you ever been known to any Children's Services department or police as being a risk or potential risk to children? Yes No

If yes, please provide further information:.....
.....
.....

Are you disqualified from working with children? Yes No

Have you been the subject to any investigation and/or sanction by any organisation or body due to concerns about your behaviour towards children? Yes No

If yes, please provide further information, including details and outcome:.....
.....

Have you ever been the subject of disciplinary sanctions or been asked to leave employment or voluntary activity due to inappropriate behaviour towards children?

Yes No

If yes, please provide further information:.....
.....
.....

*Do you have any unspent convictions in the UK or overseas? Yes No

If yes, please provide further information:.....

.....

I agree that the information provided here may be processed in connection with recruitment purposes and I understand that an offer of a position (whether voluntary or paid) or a contract may be withdrawn or disciplinary action may be taken if information is not disclosed by me and subsequently comes to the Centre's attention. *(Please tick)*

In accordance with the Centre's procedures, if required, I agree to provide a valid criminal record certificate and consent to the Centre clarifying any information provided on the disclosure with the agencies providing it. *(Please tick)*

I agree to inform the Centre within 24 hours if I am subsequently investigated by any agency or organisation in relation to concerns about my behaviour towards children or young people. *(Please tick)*

To be completed only by candidates applying for a role which is exempt from the Rehabilitation of Offenders Act 1974:

Do you have any unspent convictions or conditional cautions? Yes No

Do you have any spent adult cautions (simple or conditional) or convictions that are not “protected” as defined by either: Yes No

- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended in England, Scotland and Wales; or
- The Rehabilitation of Offenders (Northern Ireland) Order 1978 as amended in Northern Ireland?

Do you have any overseas convictions? Yes No

E D U C A T I O N

Schools	From	To	Examinations and results
College/University	From	To	Courses and results
Further education And formal training	From	To	Courses and results
Professional membership and qualifications			

EMPLOYMENT HISTORY

(List below present and past employment, beginning with the most recent)

**No approach will be made to your present employer or past employer before an offer of employment is made to you.*

Name and Address of the Company/Organisation and Type of Business	From		To		Reason for Leaving and Pay
	M	Yr	M	Yr	
	Describe the work you did:				
Telephone Number:					

Name and Address of the Company/Organisation and Type of Business	From		To		Reason for Leaving and Pay
	M	Yr	M	Yr	
	Describe the work you did:				
Telephone Number					

Name and Address of the Company/Organisation and Type of Business

From M Yr To M Yr Reason for Leaving and Pay

Describe the work you did:

PERSONAL REFERENCES

Please give details of two people (one of them should be your previous employer) we could approach for references:

Name:	Name.....
Surname	Surname
Occupation	Occupation

The facts set forth in this application for employment are, to the best of my knowledge, true and complete. I confirm the declarations given above.

Date Signature.....

FOR OFFICE USE ONLY

Interview date	
Interviewer	Comments
Interviewer	Comments
Interviewer.....	Comments