**Glow Education Project Safeguarding Practice Guidance**

**Introduction**

All Glow Education Project staff will adhere to the Policy and procedural requirements as laid out in its Safeguarding Policy

In order to do this, this Practice Guidance should be followed to ensure that on a day- to-day basis the needs of the children and young people can be promoted, addressed and given the highest priority. To this effect every member of staff, no matter what their role, will be given this document as they join Glow Education Project and as part of any induction programme.

**The Law and National framework**

The requirements Glow Education project to safeguard and promote the welfare of all children and young people are embedded in legislation, governmental and local authority guidance. The Policy therefore of the organisation has to be, and is, in line with this wider framework.

**Legal**: Appendix (i) outlines the key legal framework and the importance difference between prevention and protection which now underpin the work of safeguarding.

**Governmental**: The government guidance “Working Together to Safeguard Children 2015” is the essential national safeguarding document and gives practical guidance as to implementing legal requirements. Glow Education Project should have at least one copy which should be accessible to staff:

**Loca**l: Each Local Authority Social Care department, Children’s services, has a Local safeguarding Children Board (LSCB) made up of senior managers from each main organisation to oversee at a local level the working together arrangements for safeguarding. This body produces LSCB procures which have be in line with Working Together 2015 and which influence each organisations own procedures.

Glow Education Project should have a copy of their appropriate LSCB procedures.

**Organisational**: Glow Education Project has to have in place its own Policy and Procedure which mirrors and compliments all the above.

**Daily**: This Policy needs to be available and accessible to all staff no matter what their role.

**Definitions**

It is important to see safeguarding as the “umbrella” term for everything that is done to support children and young people, to keep them safe and promote their welfare. Working Together 2015 defines safeguarding as:

* Protecting children from maltreatment;
* Preventing impairment of a child’s health and development;
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care: and
* Taking action to enable all children to have the best life chances.

Child protection however is defined as:

* Part of safeguarding and promoting welfare;
* The activity to protect specific children who are suffering, or who are likely to suffer, significant harm.

It can be seen therefore that protection is only one part of safeguarding and indeed the spirit of the legislation is about promotion of needs and the prevention of harm. This gives support for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain.

The most critical message from the legislation is that “the child’s welfare is paramount”.

**Roles and responsibilities**

Everyone has a role to play in ensuring the well-being and safety of children, young people, their families and each other:

The Designated Senior Person (DSP) is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns. They are responsible for:

* *Ensuring an open and efficient route for staff to bring concerns to them of any sort and to have their concerns taken seriously;*
* *Promoting the procedural pathway so staff are aware constantly of the way to report concerns;*
* *Ensuring Glow Education Project procedures are followed and adhered to with regard to referring a child if there are concerns about possible abuse;*
* *Offering clear advice and support to staff bringing concerns or needing help;*
* *Offering appropriate feedback as necessary as to the progress of the concern;*
* *Maintaining written records of concerns about a child even if there is no need to make an immediate referral and keep a record system to ensure consistency;*
* *Ensuring that all such records are kept confidentially and securely;*
* *Ensuring those particular complex cases are referred without delay, and especially where it involves a child or young person subject to a child protection plan;*
* *Gather, collate and analyse as appropriate all relevant information for purposes of quality assurance.*
* Participate in external independent supervision in relation to their role and decisions made;
* Oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required
* Undertake a Safeguarding Audit
* Prepare an annual report for Glow Education Project

**The Senior Leadership Team will:**

* Ensure that all Policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes are made.
* Ensure that Glow Education Project fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.
* Ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSP’s, training for all staff and supervision as appropriate;Support the work of the DSP to ensure an effective process for dealing with concerns;
* Ensure that there is available to DSP someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff;
* Ensure that a Senior Member of staff is designated as the person in charge of Looked After Children and receives appropriate training;
* Ensure a visitor’s policy is in place that puts the safeguarding of children/young people at the centre and is applied to all visitors irrespective of their status. All visitors will be asked to bring formal identification with them at the time of their visit (unless they are named on an the approved visitors/contractors list)
* Ensure Quality Assurances processes are in place contribute as appropriate, overseeing the information they produce to measure the progress and effectiveness of existing safeguarding frameworks
* Oversee the promotion of safeguarding throughout the life of Glow Education Project, ensuring all staff are appropriately trained and aware of their responsibilities.
* Ensure cover where necessary in the absence of the DSP;
* Encourage students and parents to inform Glow Education Project of any concerns.
* Ensure all recruitment procedures follow safeguarding best practice.

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**All Staff will:**

* Ensure they have their own copy of this Practice guidance and know how to access policy, procedures and the related policies;
* Implement the requirements of the Glow Education Project Safeguarding Policy and Practice guidance at all times.
* Make sure they have undertaken the appropriate training for their role;
* Take responsibility to report any concerns, no matter what their role;
* Be aware of the need to minimize their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them;
* Always be aware of the needs of young people and be vigilant for any possible signs of abuse.

**Working in Partnership**

**With parents/carers** – wherever possible, dealing with concerns should be done in co-operation with those with caring responsibility for the children/young people unless to do so would place them at further risk. Research is very clear that the greater and sooner the engagement with parents/carers, the better the outcome for the child.

However, decisions about informing parents/carers of, and asking questions about, concerns are delicate and so advice should be taken by the DSP to ensure this is done in the interests of the child/young person.

**With external agencies** – it is essential to have on-going engagement with external agencies and DSP’s and Senior Managers will have such contacts and be the ones where appropriate to represent the Academies at various multi-agency meetings.

**With children and young people** – as a result of learning from Serious Case Reviews, it is important to ensure that wherever appropriate, the child or young person is included in any decisions about them, including how to progress a concern. This may simply involve getting information from them about relevant matters and/or seeking their views about how they feel matters could be resolved. Section 53, Children Act 2004 makes explicit the need to seek the child’s wishes and feelings when dealing with concerns about them - see Appendix (i).

**Responding to concerns for help**

**“Doing nothing is not an option” – Inquiry into the death of Baby Peter – Lord Laming**

It is the responsibility of everyone in the life of Glow Education Project to take any concerns seriously and deal with them appropriately. It is likely that concerns will arise in a number of ways:

* Someone has a “niggling concern” – often described as a “feeling in the belly” or a “feeling that something isn’t right”. Such a response requires staff to talk with each other and begin a dialogue to see if a child needs an early response or intervention about a particular matter;
* Regular patterns of behaviour or concerns – in isolation, it is likely that a concern could be explained or dismissed. However, with good recording systems, concerns can become more identifiable when they are more regular and persistent;
* Behaviours of children – given that children will often communicate their concerns in many different ways and especially through their behaviour, it may be that the behaviour is in itself a form of disclosure;
* Concerns about general welfare of a child which might need practical immediate help;
* Third party information – another child or adult shares information about someone;
* Concerns about workers arise and how they relate to a child;
* Observing the behaviour between children to each other;
* A specific disclosure – a child makes a specific allegation or disclosure;
* Concerns about a member of staff’s behaviour in relation to their own children perhaps expressed through social conversation or evident because the member of staff is going through personal difficulties which could affect their own parenting capacity and/or professional judgement.

All concerns, no matter how they arise should be taken seriously and considered for action and the appropriate steps taken as part of Glow Education Project procedures. However, any concerns or allegations of abuse must be reported immediately as these will always need to be passed to the appropriate Local Authority.

All staff will be alert to their own possible hesitations in passing on concerns of any sort, the most common being:

* The fear of being wrong;
* The fear of reprisals from others;
* The fear of “spoiling” a relationship with a child, their family or a member of staff if it about them;
* Thinking that a behaviour or concern is “normal” and therefore can be dealt with as part of their day to day care without any other action necessary;
* Explaining a child’s behaviour as part of their disability or learning needs, thus not giving adequate attention to the concern or even dismissing it;
* Not being strong enough to challenge others who don’t agree that there is a concern especially when a staff member is new or afraid to challenge managers;
* Worrying that reporting will make it worse for the child;
* Believing that it is others who have the responsibility to deal with safeguarding issues – “it’s not my job”.

In addition, staff should be aware that there are a number of reasons why children may not want, or be able, to tell of a concern:

* they are scared because they are being threatened;
* they worry about what will happen to them;
* they think what is happening to them is normal for themselves – and everyone else too;
* they cannot communicate in a way that gets their concern acknowledged;
* they are afraid that they will not be taken seriously;
* they have tried to tell before but to no avail and so don’t want to bother again;
* They worry about getting their parents/family into trouble.

It will be especially important to recognise that for children with learning needs and disabilities, their ability to communicate any concerns will need extra sensitive, support and skill.

It is **NOT** the responsibility of staff to make judgements about whether what a child says is true or not. It is important to **take the child seriously** and ensure that the correct procedure is followed to allow a thorough assessment of the concern and then for the DSP to determine the best courses of action.

**Procedural steps**

Some concerns may be able to be dealt with as part of the day to care of the child. However those concerns should still be recorded and passed to the DSP as there may have been previous similar low level concerns which will help to form a bigger picture and for which a pattern is forming.

Any concern should be recorded on the Glow Education Project Safeguarding Form and passed without delay to the DSP. If the matter is of a protection nature and needs urgent attention, there should be no delay in getting this to the DSP and even before a form is completed.

Staff should not investigate the concern. If appropriate gather information only – from the child/young person, colleagues or previous information. It will be very important not to contaminate any process by staff probing, investigating or interviewing inappropriately.

The DSP is responsible for considering the concern, assessing it and recommending appropriate action.

There will be a number of options for the DSP to consider and in line with Local Authority thresholds for intervention. Some practical steps may be:

1. **No further action** – this should only be agreed if the matter is already dealt with, possibly as part of the day to day care of the child and there are no on outstanding safeguarding concerns.
2. **Monitor the well-being for the child** – this should only be agreed if the concerns are manageable within Glow Education Project, as part of a plan which makes clear what is to be monitored and with a review timescale appropriate to the concern.
3. **Seek advice from Social care for options for help and support** - especially for a child in need and appropriateness of early help assessment **(EHA);**
4. **Make a formal referral to Social Care** as per the Local Authority threshold for intervention and especially if allegations of abuse are made in any capacity. All formal referrals to Social care should be recorded on the Referral to Social Care form.

**Escalation**

Staff need to aware of those times when concerns may look as though they are not progressing to an outcome or some form of action:

* Difficulty in getting hold of a DSP;
* Staff not being satisfied about the decision of the DSP;
* Staff aware that a colleague has not passed on a concern;
* External agencies not accepting a referral from the Glow Education Project when it is felt one is needed;
* Staffnot aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to DSP’s or other senior staff or if necessary to the **Independent Safeguarding Consultant**.

**The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution.**

**Recording of concerns**

The Glow Education Project Safeguarding Form is the official recording form for all staff and should be used by anyone who has a concern of any sort, no matter what their role or status. As well as recording outcomes. The completion of this form should also be noted on the individuals Significant Events Chronology in their file.

This form is as important for niggling concerns as any for any other concern as it will help identify early help needed and give a picture of any resources needed as a means of prevention.

**Referral to Social Care**

Glow Education Project will use their Local Authority Threshold Criteria for determining those situations which need to be formally referred to Social care, Children’s services.

Once a decision has been made to make a formal referral, the DSP will complete the Glow Education Project Social Care referral form. If the matter is urgent, the matter should be referred by telephone with a follow up referral within 48 hours.

It will be important for the DSP to follow up with Social Care any action that has been agreed to ensure there is no delay in reaching outcomes and to avoid a child remaining vulnerable.

**Particular circumstances**

The categories of abuse for children are outlined in Appendix (ii). Any concerns in any of these categories will be of the highest priority and should be reported without delay as it is likely they will need to be assessed thoroughly and reported to Social care.

In addition, there are other circumstances which need urgent analysis and consideration because for children and young people to live in such situations research is clear that their vulnerability will increase and may lead in some instances to abuse. Keeping Children safe in Education and Working Together to Safeguard Children 2015 identify those areas of vulnerability, all of which need to be assessed and the impact on the whole family considered:

* Child sexual exploitation (CSE) – Children’s services have protocols for dealing with CSE and advice should always be taken as to the most appropriate options available;
* Bullying including cyberbullying – this often leads to advice off external agencies especially if managing the behaviour within Glow Education Project is having little effect;
* Domestic violence – it is important to acknowledge that children and young people remain vulnerable within such settings and help is needed often quickly;
* Drugs - both the use of and the effect of living in a household of adults using drugs. The wider implications of being subject to dealers and exploiters is very significant;
* Fabricated or induced illness - Children’s service have protocols for which careful steps have to be followed and advice taken;
* Faith abuse - children and young people affected by faith and/or religious cultures, directly abused by those in faith positions and indoctrination to follow particular faith pathways need advice from agencies;
* Female genital mutilation (FGM) - advice must be sought. Growing research suggests information is often known of children who have been subject to FGM, or at threat of it, or that someone else in the family has been subject to it. All such concerns should be reported.
* Forced marriage - advice must be taken without delay;
* Gangs and youth violence – these are often complex situations and need the co-ordination of all agencies;
* Gender-based violence/violence against women and girls (VAWG) - this is a growing and significant area of safeguarding and needs urgent co-ordination and response;
* Mental health – children and young people lining with parental mental ill health may be vulnerable due to becoming a young carer, need help to make sense of parent’s illnesses and./or may be worrying that they too will become ill –(see Keeping the Family in Mind, Barnardos);
* Private fostering – applies to children up to the age of 16 years of age who are living with a non-relative for more than 28 days. These children may have left home due to a dispute or other adults have agreed caring responsibilities for them in certain circumstances. After 28 days Children’s services must be informed in order to assess their situation and ensure the child’s welfare and day to day is being safeguarded by the new carers.
* Radicalisation and extremism – such matters need the careful attention of all agencies;
* Teenage relationship abuse - relationships between young people either as friends or boyfriend/girlfriend can be seen as normal but exploitation and early signs of tension, disputes and potential violence need to be dealt with very early and preventatively;
* Trafficking – children and young people who disappear or are at risk of removal from families and their home should be seen as of highest priority.

In addition, and from research, other relevant areas of vulnerability as likely are:

* Those who are living with, or witnessing, a combination of domestic abuse, substance misuse or parental mental ill health. Research has made clear that children living in one or more of these situations will be particularly vulnerable and will need the help of others to assess the impact on their well-being;
* Those children up to the age of 16yrs (for disabled children 18 years) who are young carers, having the responsibility for parents and/or siblings beyond their age, understanding and/or capacity;
* E-safety and vulnerability through the use of technology and social media;
* Those children who are disabled, especially with communication and learning disabilities;
* Those children who self-harm;
* Those children harming other children, especially sexually;
* Those children who have transient, chaotic and erratic lifestyles, especially because of changes accommodation or periods of being missing;
* Those children subject to discrimination.

Flowchart - summary for members of staff when they have a concern

Identification

You have identified a concern, or have a niggle or unease about a situation. It is your duty of care in line with Glow Education Project Organisational procedures to pass this on.

“Doing nothing is not an option”

Pass your concern on without delay

Record the concern on the safeguarding from

Pass the concern to a Designated Senior Person (DSP)

“Doing nothing is

Urgent and Serious Concerns

If a situation is urgent and serious, Police, medical agencies and/or social care should be contacted without delay

Feedback

It is important to get feedback from the person you have passed the concern on to

It is important to satisfy yourself that something has happened and understand the outcome

Escalation

If you cannot get hold of a DSP, pass to the Deputy DSP

Do not delay passing a concern on just because people are not available

If you are not satisfied with the response of the person you have taken it to, go to someone else.

It is important to ensure that your concern is accepted and recognised

Awareness

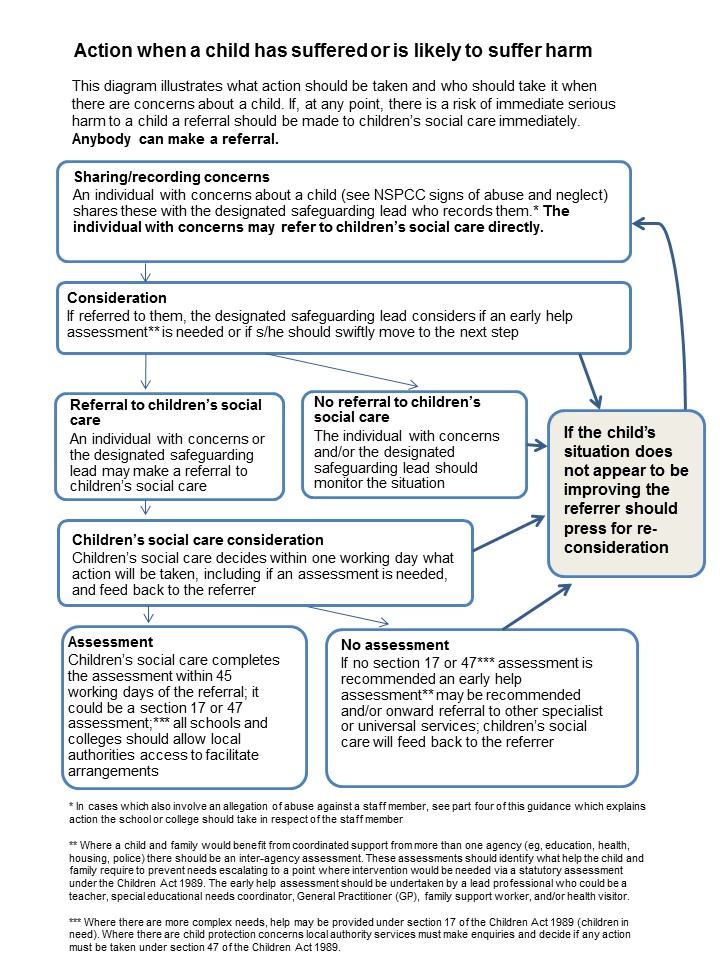
Do not allow yourself to avoid passing it on

Don’t worry about being wrong or misinterpreting something

It is for others to assess and determine what should be done

It is very important to trust your instincts

Flowchart of action taken by DSP in deciding if a referral is needed. (Taken from Keeping Children safe in Education 2015 – any reference refer to the document)



**Public Protection concerns**

In certain situations, it is clear that there are **public protection risks.** This refers to a situation where someone may remain a risk to others because of the nature of the situation and in such cases, wider considerations must be given to others who may be at risk, whether or not there is evidence that this is the case. Such situations would be:

* An adult or child who has disclosed sexual abuse within childhood – the questions remain about where their abuser is and if they are currently having contact with other children and other vulnerable people within or external to their own family. It could also be that they are in a professional role involving children and young people;
* Concerns about children and young people being exploited – sexually, through supply of drugs, financially etc. – similar questions have to consider where are those who are causing the harm and in what context are they operating i.e. alone or with others;
* Other general situations where adults may simply be behaving inappropriately and could therefore be a risk in a number of general ways e.g. driving whilst under the influence of alcohol puts the public at large at risk.

In all Public protection matters, the DSP should be informed and they will make the appropriate contact with Children’s services and or the Police. Consent to refer is not required in such situations because of the wider implications of risk to others.

The co-ordination of such concerns is done through Multi Agency Public protection arrangements (MAPPA) made up of Social care, Police and Probation and other appropriate agencies as required.

In these circumstances, the MAPPA co-ordinator for the Local Authority area will be a person to contact by the DSP.

**Diversity and safeguarding**

All children have the right to be free from harm and be protected. The procedures should be followed irrespective of a child’s diverse needs to ensure that they get the right sensitive help but also so as not to “normalise” their behaviour due to their particular individual needs and how they are expressed.

It will be important to speak with the DSP to ensure that the needs of the child or young person are respected without losing sight of the safeguarding concerns which needs addressing. It may be that help and advice is required from external agencies.

In particular, concerns about children and young people with disabilities need a thorough assessment given research is clear that they are more open to abuse from others because of their increased vulnerabilities.

The individual and diverse needs of each child and young person should be clearly recorded as part of the child’s day-to-day support anyway. It will be particularly important should concerns arise that staff can therefore be sensitive to the right support and services for those needs giving extra consideration as to the specific targeted help and care, sometimes using the expertise of others and external agencies.

**Managing allegations against staff**

Glow Education Project takes very seriously allegations against members of staff and acknowledges that if concerns are not addressed as early as possible, they can create unsafe working environments and leave staff and children increasingly vulnerable. Glow Education Project has a Managing Allegations against staff Policy which should be followed in all cases.

Concerns about colleagues will arise in a number of ways:

* Poor staff attitudes which need addressing;
* Aspects of poor practice witnessed by others;
* Staff speaking against the ethos of the Organisation and the general well-being of the children;
* Non-compliance with policy and procedures.

More specifically, allegations may be made against a member of staff by a child or colleague in relation to abuse. All of the above will be seen as reportable matters and discussions will take place without delay with the DSP or any other senior member of staff.

Such allegations have to be reported and dealt with by the Local Authority, and specifically the Local Authority Designated Officer (LADO) who is the statutory lead for dealing with and advising about such issues and especially where a member of staff has:

* Behaved in a way that has harmed a child, or may have harmed a child;
* Possibly committed a criminal offence against or related to a child; or
* Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

The reasons why staff may not wish to report their colleagues have to be understood. It would not be unusual for people to know and believe that practice is not acceptable but feel unable to respond:

* Fearing they might have the concerns wrong;
* Fearing for their own job and prospects of they report another colleague;
* Fearing isolation by other staff;
* Worrying about what might happen to the member of staff in the long terms.

It is particularly difficult is staff members are also close friends and/or partners in a relationship.

It has to be recognised that the child’s welfare remains paramount at all times and it can be very easy to lose sight of the impact on others on being on the receiving end of unacceptable and sometimes illegal behaviour.

Issues about attitude and poor practice may be dealt with internally and as part of the member of staff’s development and competency. However if such concerns are persistent and any plan with that member of staff has not affected change, advice should be sought and appropriate people included in the decision-making process.

Any allegations of abuse by staff will be reported to the DSP which is non-negotiable and it is not for Glow Education Project to make a judgement about the allegations or concerns alone but advice **must** be sought from the LADO as to next steps.

Internal decisions should not be finalised without the advice of the LADO.

**Good practice and safeguarding**

All staff should constantly be aware of the situations in which they work which might increase their own vulnerability and that of others, especially the children or young people.

Staff should pay particular attention to:

* Not being alone with children or young people without supervision or chaperone;
* Not being over-friendly with children so as to blur professional boundaries or give poor models of conduct or behaviour;
* Not using social media in any way which compromises their role and professional accountability, especially in communicating with children or young people without permission;
* Not engaging with children and young people in a way which creates a dependency on them and which colludes with inappropriate relationships of any kind;
* Not discussing matters related to anything or anyone at work in a social context and with those who have no right to hear such information, including friends and family as appropriate;
* Not dismissing concerns raised by anyone by making a judgement about their validity and thus questioning whether they are true or not. Staff have a duty to take all concerns seriously and to pass them on. It is not their judgement as to whether they are true, accurate or likely.

**Help and support during and after dealing with safeguarding matters**

Dealing with safeguarding concerns can usually affect those who have witnessed, processed or actioned them. In some of the more complex situations where children are particularly vulnerable, it is not unusual for staff to be affected, especially as they recognise the impact on the children and young people of their situation. This will be particularly relevant when staff know them well.

It is important to that staff recognise that getting support for themselves is a sign of taking responsibility and the Glow Education Project will make available whatever staff need. The DSP will be able to play a key role in offering support given they will have taken a member of staff through a process and this will be especially important when reaffirming to staff that they did the right thing is passing on the concern.

It will be particularly important to help staff not to be made the scapegoat by others if they are unhappy that a matter was passed on, especially if about another member of staff and support will be needed to de-personalise any situation and ensure emphasis is placed on the duty of care to follow Glow Education Project procedures.

**Appendix (i)**

**The Children Act 1989 and 2004** outline the powers and duties to safeguard and promote the welfare of children. The key sections are:

### **Children Act 2004**

Section 10requires each local authority to make arrangements to promote cooperation between the authority, each of the authority’s relevant partners and such other persons or bodies working with children in the local authority’s area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority’s area – which includes protection from harm or neglect alongside other outcomes.

Section 11places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged with regard to the need to safeguard and promote the welfare of children.

This is particularly important section for Glow Education Project in understanding the need to co-operate with Social care in fulfilling its duty to safeguard and protect.

Section 13 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that the Secretary of State may prescribe in regulations that should be represented on LSCBs.

Section 14 sets out the objectives of LSCBs, which are:

1. to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the local authority, *and*
2. to ensure the effectiveness of what is done by each such person or body for the purposes of safeguarding and promoting the welfare of children.

The LSCB Regulations 2006[[1]](#footnote-1) made under section 13 set out the functions of LSCBs, which include undertaking reviews of the deaths of all children in their areas and undertaking Serious Case Reviews in certain circumstances.

**Education Act 2002**

Section 175places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include Academies/free schools) by virtue of regulations made under Section 157 of this Act.

### **Children Act 1989**

The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area.

Section 17(1)of the Children Act 1989 states that it shall be the general duty of every local authority:

1. *to safeguard and promote the welfare of children within their area who are in need; and*
2. *so far as is consistent with that duty, to promote the upbringing of such children by their families.*

by providing a range and level of services appropriate to those children’s needs.

Section 17(10) states that a child shall be taken to be in need if:

1. *the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority under Part III of the Children Act 1989;*
2. *the child’s health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or (c) the child is disabled.*

Under section 17, local authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require local authorities themselves to be the provider of such services.

Section 47(1) of the Children Act 1989 states that:

Where a local authority:

1. *are informed that a child who lives, or is found, in their area (i) is the subject of an emergency protection order, or (ii) is in police protection; and*
2. *have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm:*

the authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child’s welfare.

Section 53 of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the local authority shall, so far as is reasonably practicable and consistent with the child’s welfare:

1. *ascertain the child’s wishes and feelings regarding the provision of those services or the action to be taken; and*
2. *give due consideration (with regard to the child’s age and understanding) to such wishes and feelings of the child as they have been able to ascertain.*

### **Police protection powers**

Under section 46 of the Children Act 1989, where a police officer has reasonable cause to believe that a child could otherwise be likely to suffer significant harm, the officer may:

* remove the child to suitable accommodation; or
* take reasonable steps to ensure that the child’s removal from any hospital, or other place in which the child is then being accommodated is prevented. No child may be kept in police protection for more than 72 hours.

Appendix (ii)

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| Abuse | 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 (e.g. via the internet).  They may be abused by an adult or adults, or 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. 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 such as to cause severe and persistent 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 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’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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. |

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| Sexual abuse | Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males.  Women can also commit acts of sexual abuse, as can other children. |
| Neglect | The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. 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. |

Appendix (iii) Checklist for all staff

Some important safeguarding lessons

Doing nothing is not an option;

No one person can do it all, sort it all or know it all;

Don’t make a judgement about something before it has been assessed;

The child’s welfare is paramount;

It is easy for professionals to always think the best of people rather than what is best for other people.

Support and Help

You might need help when, or after dealing with, safeguarding concerns

There are people within Glow Education Project and external to it that can provide any help, counselling or support

Safeguarding Training

No matter what your role or status, you will undertake safeguarding training;

You should attend induction training;

You should have additional safeguarding training every three years

You should be pro-active in ensuring your own training is up to date

Key names and contact numbers

You should know the extension number and office location of DSP’s

You should have access to appropriate other numbers if required – Social Care, Police and local emergency services

Policy and Procedures

You should have access to the Glow Education Project Safeguarding Policy;

You should have your own copy of the Practice Guidance

You should know where the safeguarding Form is for your use

**Flowchart of Disclosure and Barring Service criminal record checks and barred list checks (Taken from Keeping Children safe in Education 2015 – any reference refer to the document)**



1. [↑](#footnote-ref-1)