



**PERCY HEDLEY EDUCATION SERVICES**

**CHILD PROTECTION**

**POLICY & PROCEDURE**

## Policy Control/Monitoring

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## Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

### Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body

### Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:- ***(add/delete as appropriate)***

Role	Responsibility
<b>Chief Executive</b>	Overall responsibility for services' safeguarding clients
<b>Director of Human Resources Department</b>	
<b>Head of Service/Head of department</b>	
<b>Training Development Officer</b>	Mandatory annual training for staff
<b>Quality Manager</b>	
<b>Health and Safety Manager</b>	Linked to Health & Safety Policy
<b>Lead Nurse</b>	



# The Percy Hedley Foundation

## Percy Hedley Education Services

# Safeguarding Information

### STATEMENT OF PURPOSE

- We have a statutory duty to safeguarding and promoting the welfare of children and young people.
- We aim to proactively safeguard and promote the welfare of children and young people so that the need for action to protect them from harm is reduced: “Working Together to Safeguard Children” (Department of Education).
- We have senior managers who are committed to children’s and young people’s wellbeing and safety.
- We are clear about people’s responsibilities to safeguard and promote children’s and young people’s welfare.
- We have effective recruitment and H.R. procedures including checking all new staff and volunteers to make sure they are safe to work with children and young people.
- We have procedures for dealing with allegations of abuse against members of staff and volunteers.
- We make sure staff receive training to help them do their job well.
- We have robust procedures about how to safeguard and promote the welfare of young people.
- All of our staff have annual training and regular updates on safeguarding and well being.
- It is a minimum standard that at least one member of staff involved in selecting staff and volunteers will have verified “Safer Recruitment” training.

**Should you have any queries or concerns regarding safeguarding in School, please see the Designated Safeguarding Officer**

## Designated Safeguarding Officers

Name	Role	Email	Telephone
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Sue Fisher	Associate Director	<a href="mailto:s.fisher@percyhedley.org.uk">s.fisher@percyhedley.org.uk</a>	01912161811
Katie Murray	Assistant Head Teacher	<a href="mailto:k.murray@percyhedley.org.uk">k.murray@percyhedley.org.uk</a>	0191 2161811
Barbara Bolam	Head of Children's Residential Svcs.	<a href="mailto:b.bolam@percyhedley.org.uk">b.bolam@percyhedley.org.uk</a>	0191 2161811
Joanne Rees Proud	Head of College	<a href="mailto:j.reesproud@percyhedley.org.uk">j.reesproud@percyhedley.org.uk</a>	0191 2127851

## Percy Hedley Education Services Safeguarding Policy

### Mission Statement

The Percy Hedley Foundation exists to offer high quality education, care and therapy to children and young people with: cerebral palsy; sensory impairment; speech and language and communication difficulties; autistic spectrum disorder and profound multiple learning difficulties.

Our central purpose is to provide a unified approach to meeting the special needs of children and young people through the provision of high-quality education, care and therapy to enable them to maximise their potential and achieve success.

The following policy and guidelines were formulated by the School and College Senior Management Team. The policy complies with the requirements of:

- The Department for Education and Employment circular 2005: Protecting Children from Abuse
- Misconduct of Teachers and Workers with Children and Young Persons 11/95
- The Children Act 2004
- Every Child Matters 2003/2004/2005
- Keeping Children Safe 2003
- Working Together to Safeguard Children 2014
- Keeping Children Safe in Education 2014
- Care Act 2015

Our thanks go to the North Tyneside Local Safeguarding Children Board (NTLSCB) and Newcastle LEA for their help and support in producing the Safeguarding Policy at the Percy Hedley Foundation. The Safeguarding Booklet, Guidelines on Procedures at the Percy Hedley Foundation which accompanies this policy, is derived from Northumberland Child Protection guidelines.

**This policy will be reviewed on a 6 monthly basis to ensure it reflects current policy and legislation. Throughout this policy the term child /young person replaces the use of pupil and student when referring to all children and young people attending the Percy Hedley Foundation. Throughout this policy the term Head Teacher refers to the head of the school or college and that person may be known as Associate Director or Principal depending on which part of the organisation they are responsible for.**

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## **1. Purpose**

- 1.1 An effective Education Safeguarding Policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. An effective policy also makes explicit the Education Service's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child or young person.

## **2. Principles**

- 2.1 Percy Hedley Foundation fully recognises the contribution it can make to protect and support children and young people.
- 2.2 Percy Hedley Education Services recognises that all children and young people have a fundamental right to be protected from harm.
- 2.3 Education Services do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working directly with the children and young people. The school and college has a statutory duty to assist local authority Social Service Departments acting on behalf of children and young people in need or enquiring into allegations of child abuse.
- 2.4 There are three main elements to our Safeguarding policy:
  - 2.4.1 Prevention, for example, positive school and college atmosphere, teaching and pastoral support to children and young people.
  - 2.4.2 Protection, by following agreed procedures (see section 5), ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
  - 2.4.3 Support, to children and young people and Education Services staff and to children and young people who may have been abused.

## **3. Framework**

- 3.1 It is important for children and young people to possess high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult and this helps prevention.

Our education services will therefore:

- 3.2 Establish and maintain an ethos where children and young people feel secure and are encouraged to talk, and are listened to.
- 3.3 Ensure that children and young people know that there are adults in the school who they can approach if they are worried or are in difficulty.

- 3.4 Include in the curriculum, activities and opportunities for Personal, Social, Health Education (PSHE), which equip children and young people with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the school/college PHSCE coordinators.
- 3.5 Include in the curriculum, material which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Further information about this material can be obtained from the school/college PHSCE coordinators.
- 3.6 Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

#### **4. Roles and Responsibilities**

- 4.1 All adults working with or on behalf of children and young people have a responsibility to protect them. There are, however, key people within schools and the local education authority who have specific responsibilities under safeguarding law. The names of those carrying these responsibilities are listed in the safeguarding booklets (Designated Persons).
- 4.2 It is the role of the Designated Persons to ensure the North Tyneside Area and Newcastle Authority Safeguarding procedures are followed within the school/college, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the schools are aware of the schools/colleges' internal procedures, to advise staff and to offer support to those requiring this.
- 4.3 The roles and responsibilities of the Governors are to ensure that the schools/college have an effective policy, together with a code of conduct, that the local safeguarding procedures are complied with, and to support the school/college in this aspect. It is important that governors are not given details relating to specific safeguarding situations to ensure confidentiality is not breached.
- 4.4 It is the responsibility of the Designated Persons to attend the appropriate training for safeguarding awareness, recognition, prevention and consideration of the particular issues regarding children and young people with disabilities.
- 4.5 It is the responsibility of the Designated Persons to ensure all staff are made aware of the school/college policy on safeguarding and receive a copy of the safeguarding booklets.
- 4.6 The Head Teacher must be kept informed and must be consulted concerning any safeguarding issue.

4.7 Written records must be kept of injuries, behaviour or conversations which lead to the suspicion that a child may have been abused. These should be dated, timed and signed. Verbal reports should be transcribed, timed, dated and signed as soon as possible after the event.

4.8 All staff will receive training on safeguarding through induction and CPD.

## **5. Practice**

5.1 All staff are provided with the booklet 'Guidelines on Procedures at the Percy Hedley Foundation' with regard to safeguarding.

5.2 All staff have a basic awareness of the signs of physical, emotional and sexual abuse and neglect.

5.3 The Designated Persons for each school site have responsibility for coordinating action within the school and liaising with other agencies including the North Tyneside /Newcastle Local Safeguarding Children Board (LSCB). Staff are required to report any concerns or suspicions to the Designated Person.

5.4 If abuse is suspected the Designated Person, or Head Teacher will refer to/discuss with investigating agencies according to the procedures established by LSCB and Local Education Authority (LEA). Further action taken will be according to their advice.

5.5 The school/college will share relevant information about the protection of children and young people with other professionals within the appropriate professional contexts.

5.6 The Designated Person, or the member of staff who knows the child best, will attend safeguarding conferences as deemed appropriate by the Senior Management Team.

5.7 Reports for safeguarding conferences will be objective and based on evidence.

5.8 All teachers, therapists and assistants will attend induction training concerning safeguarding.

5.9 The school will ensure that the Designated Persons responsible for safeguarding will receive appropriate training and updates from recognised training agencies.

5.10 The school will monitor children and young people whose names are on the safeguarding register in line with what has been agreed in the safeguarding plan.

5.11 Safeguarding records are confidential and will be kept securely locked.

5.12 A statement in the school/college brochure will inform parents and carers about our Education services duties and responsibilities under the safeguarding procedures. The policy is made available to all parents in school/college.

5.13 Any allegation against a member of staff will be reported to the Head Teacher who will follow the guidelines set out in 'Protecting children from abuse 10/95'.

5.14 If an allegation concerns the Head Teacher, then the Chief Executive at Percy Hedley Foundation will be informed and will be responsible for following procedures.

- 5.15 If an allegation concerns the Chief Executive, then the Chair of Trustees will be responsible for following procedures.
- 5.16 Other adults in school rarely work unsupervised, however should there be a need for this, for example, visiting peripatetic teachers, the Head Teacher or Designated Person will ensure they are aware of the education services policy and the named person to whom they should raise concerns.

## **6. Professional Confidentiality**

- 6.1 Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children and young people, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. However, a member of staff must never guarantee confidentiality to a child nor should they agree with the child to keep a secret, as where there is a safeguarding concern this must be reported to the Designated Person and may require further investigation by appropriate authorities. The Designated Person will invoke the local agreed guidelines on procedures where there is a cause for concern.

All staff may raise concerns directly with the Children's Local Social Care Services.

- 6.2 Staff will be informed of relevant aspects in respect of safeguarding on a 'need to know basis' only. Any information shared with a member of staff in this way must be viewed as confidential.

## **7. Records and Monitoring**

- 7.1 Well-kept records are essential to good safeguarding practice. The Schools are clear about the need to record any concerns about a child or children and young people within our schools/college, the status of such records and when these records should be passed over to other agencies.
- 7.2 A file note will be made of any concern raised and action taken. Concerns may be recorded on a welfare concerns report form which is available from the school office. These notes are kept in a confidential file, which is separate to other files, in the schools' offices. Notes must be kept of any child or young person who is being monitored for safeguarding reasons. An indication of an additional file must be marked on the school records.
- 7.3 If a child transfers from the school, these files will be forwarded to the child's new school marked confidential and for the attention of the receiving school's safeguarding named person. When a child leaves school (usually at age 18 years) a transfer to Adults Social Services will take place, and relevant information shared with appropriate personnel.
- 7.4 If a child or young person dies whilst on the roll of the school, these files will be appropriately disposed of.

## **8. Supporting Children and Young People at Risk**

- 8.1 The school/college recognises that children and young people who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in the positive way. The school/college may be the only stable, secure and predictable element in the lives of children and young people at risk. Whilst at school/college, their behaviour may still be challenging and defiant.
- 8.2 It is also recognised that some children and young people who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child/young person can receive appropriate help and support.
- 8.3 The school/college will endeavour to support children and young people through:
  - 8.3.1 A curriculum that encourages self-esteem and self motivation.
  - 8.3.2 A school/college ethos which promotes a positive, supportive and secure environment and which gives all children and young people and adults a sense of being respected and valued.
  - 8.3.3 The implementation of school/college Behaviour Management Policies (required under the Code of Practice, 1993 Education act).
  - 8.3.4 A consistent approach, which recognises and separates the cause of behaviour from that which the child or young person displays. This is vital to ensure that all children and young people are supported within the school setting.
  - 8.3.5 Regular liaison with other professionals and agencies that support the children and young people and their families.
  - 8.3.6 A commitment to develop productive, supportive relationships with parents whenever it is in the child's/young person's interests to do so.
  - 8.3.7 The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
- 8.4 This Safeguarding Policy should be considered alongside other related policies in school, for example, PSHE, Sex education, Behaviour.
- 8.5 The school/college recognises that children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work with children and young people who have autistic spectrum disorder, profound and multiple difficulties, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- 8.6 It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children and young people may also be vulnerable and in need of support or protection.

## **9. Safe School, Safe College, Safe Staff**

- 9.1 Many of the children and young people will have difficulty in talking about these issues and most lack the vocabulary for this. Staff will need to be sensitive to the children and young people's preferred style of communication and their individual special needs if we are to be able to provide a safe environment for them. When engaging with children and young people, all staff must be aware of the potential for misinterpreting the child or young person's efforts to raise the safeguarding concern or issue.
- 9.2 Staff working in a 1:1 situation with a child/young person should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with the child or young person. All staff should ensure the privacy and dignity of all children and young people, especially during the routines of personal care.
- 9.3 Staff must adhere to the guidance provided in the audit of physical contact with children and young people.
- 9.4 School/college staff are informed about counselling and/or giving advice to children and young people/young people about sexual matters through the school policy on sex and relationships education.
- 9.5 School/college staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, school/college staff will maintain a commitment to working with parents and carers to the benefit of all children and young people. Sensitive and supportive handling of these issues whilst affirming that the children and young people in our care are our first priority will help maintain this working relationship.
- 9.6 All staff are required to complete a Disclosure and Barring service Check (DBS), which has replaced the police records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children and young people during the application process. Staff who deliberately seek to mislead the school in respect of this will be subject to dismissal.
- 9.7 Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the education services disciplinary procedures. The decision to suspend a member of staff, or otherwise, would be taken by the Head Teacher, in liaison with the Chief Executive, with due regard to the nature of the allegation and the subsequent investigation. Involvement of the police and/or dismissal from the school/college would follow the policy and procedures in light of the outcomes of the investigation.

## 10. Allegations against Staff

10.1 When dealing with situations where members of staff face allegations of physical and/or sexual abuse, it is imperative that everyone maintains an open and inquiring mind. An over-hasty or ill judged decision to suspend a member of staff can have a substantial detrimental effect on their career and also be distressing to the child or young person concerned, who may feel responsible.

It is important to consider whether the member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child or young person.
- Possibly committed a criminal offence against or related to a child or young person
- Behaved towards a child/children or young person/s in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children or young people.

10.2 There should be immediate consideration of whether the child/young person or children/young people are at risk of significant harm and in need of protection. If so, the Head Teacher, or designated person should contact the Local Area Designated Officer (LADO)

10.3 Immediate consideration should be given to medical assistance and seeking medical evidence.

10.4 Children and young people must be listened to and heard and on no account should suggestions be made to them as to alternative explanations.

10.5 A staff member receiving an allegation of abuse against another member of staff should report it immediately to the Head Teacher, or designated person. This information would be recorded on the Percy Hedley Foundation electronic Safeguarding Log.

10.6 The Head Teacher should initiate an urgent initial assessment of whether or not there is substance to the allegation. The Head Teacher is not expected to investigate the allegation itself or interview children and young people but assess whether the allegation needs further investigation by the appropriate agency.

10.7 The Head Teacher should obtain details in writing signed and dated by the person or persons making the allegation.

10.8 Where the Head Teacher believes further investigation is warranted, he or she should either refer the matter to the investigating agencies according to procedures established by the LSCB and the LEA, or where satisfied the child or children and young people is/are not at risk or that a reportable criminal offence has not been committed, undertake further investigations at school or college level, inform the child / young person or children / young people or parents, the staff member and chair of governors.

- 10.9 The police may wish to interview the member of staff before any approach is made by the Head Teacher and should be given every assistance.
- 10.10 The Head Teacher should not automatically suspend and should consult with the Chief Executive before any decision is taken.
- 10.11 Suspension should occur where allegations are so serious that dismissal for gross misconduct is possible, where it is necessary for the investigation to proceed unimpeded and where children and young people are at risk.
- 10.12 The following definitions should be used when determining the outcome of allegation investigations:
- **Substantiated:** There is sufficient evidence to prove the allegation
  - **Malicious:** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
  - **False:** There is sufficient evidence to disprove the allegation.
  - **Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- 10.13 The member of staff should be informed that suspension might occur. He or she should be advised to seek the advice and assistance of their relevant professional organisation.
- 10.14 The child/young person or parent should be confidentially informed of the suspension.
- 10.15 The Head Teacher should decide whether to tell other staff colleagues and whether to make a statement to parents.
- 10.16 There are three possible routes for investigation: the police, Local safeguarding and professional disciplinary procedures.
- 10.17 Any investigation by the police or safeguarding agencies will take priority over an internal investigation by the school or college.
- 10.18 An internal investigation should be held in abeyance pending the outcome.
- 10.19 If the outcome is a disciplinary charge further action should be in accordance with the Percy Hedley Foundation's disciplinary procedures.
- 10.20 Where it is decided no further action is necessary, a suspension should be lifted immediately and the Head Teacher should meet the member of staff to discuss his/her return to work. Other than in the event of dismissal the Head Teacher should offer support and/or counselling to help rebuild a member of staff's confidence.
- 10.21 Support and/or counselling should also be offered to the child or children and young people.
- 10.22 A copy of the statement or the record of it should be kept on the child's personal file, not open to disclosure, together with a written record of the outcome. The Percy Hedley Foundation electronic Safeguarding Log will be completed by the Head Teacher

## **Percy Hedley Education Services Safeguarding Guidelines**

### **Mission Statement**

The Percy Hedley Foundation exists to offer quality education, care and therapy to children and young people with learning difficulties and disabilities.

### **Guidelines of Safeguarding Procedures at Percy Hedley Foundation**

- The staff handbook contains the Safeguarding Policy Document. It is also available on the staff pages of the website.
- All staff are given a copy of the Guidelines for Safeguarding for Percy Hedley Foundation.
- All staff will be expected to attend a Safeguarding Induction Course. Staff should register their names in order that they may attend the next course to be arranged.
- The Senior Designated members of staff in Education Services with regard to Child Protection and Safeguarding are Lynn Watson, Judith James, Sue Fisher, Barbara Bolam, Gemma Winlow and Katie Murray.
- Their responsibility is for overseeing and co-ordinating safeguarding within the schools/residence and college and for liaising with other agencies about safeguarding issues.
- Should a member of staff suspect a child/young person may have been abused, they should report the matter immediately to the designated members of staff.
- These guidelines should be read in conjunction with the Percy Hedley Foundation Safeguarding Policy which can be found on the staff information page on the website.

When a child/young person makes a disclosure it is essential that every member of staff (teaching and non-teaching) should know what action to take.

### **A child/young person has the right to be:**

- Protected
- Listened to in private
- Believed
- Cared for
- Treated with discretion
- Helped to protect him/herself

### **Your responsibility in relation to the children/young people with whom you work and their potential abuse is**

- To identify
- To respond
- To listen
- To believe

- To record
- To report immediately any unusual comment or occurrence
- To be discreet
- Not to investigate
- Not to ignore

### **You should realise that**

- You cannot promise to keep the disclosure a secret
- False allegations of sexual abuse are rare
- It is inappropriate to inquire into details of the abuse. This should be left to an interviewer skilled in asking such questions. Ask a child/young person to repeat statements, do not ask questions.
- You should never stop a child/young person who is freely recalling significant events.

Remember it is important to report any suspicious injury or suspect dialogue, no matter how small, to the *designated member of staff*. It may be the final piece of jigsaw which can make some sense of the whole picture. Any actions, including when to contact the parents, will be taken after discussion with the Designated person.

As part of the Education Services personal health and social development programmes, children and young people should be frequently reassured that they can trust and confide in you about any worries they may have. Always take time to listen when a child/young person wants to talk. All staff must *remember* not to promise confidentiality to keep the disclosure a secret.

***When child abuse is suspected, it is essential to have a record of all the information available.*** You should note carefully what you have observed and when you observed it and record any factual information. Signs of physical injury should be described in detail or sketched.

### **Responding to disclosure**

- Listen carefully to what the child/young person is saying
- Take seriously with the child/young person is saying
- Write down as soon as possible what the child/young person said
- Tell your Designated person as soon as possible
- Make sure the child/young person is safe (ie. supported in school/college)
- Do not tell the child/young person it is not their fault
- Do not panic
- Do not immediately rush off to find someone else
- Do not promise to keep secrets
- Keep the child/young person informed of any action you are planning to take, where appropriate
- Do not make judgements or say anything about the alleged abuser
- Do not ask detailed questions or press the child/young person for more information

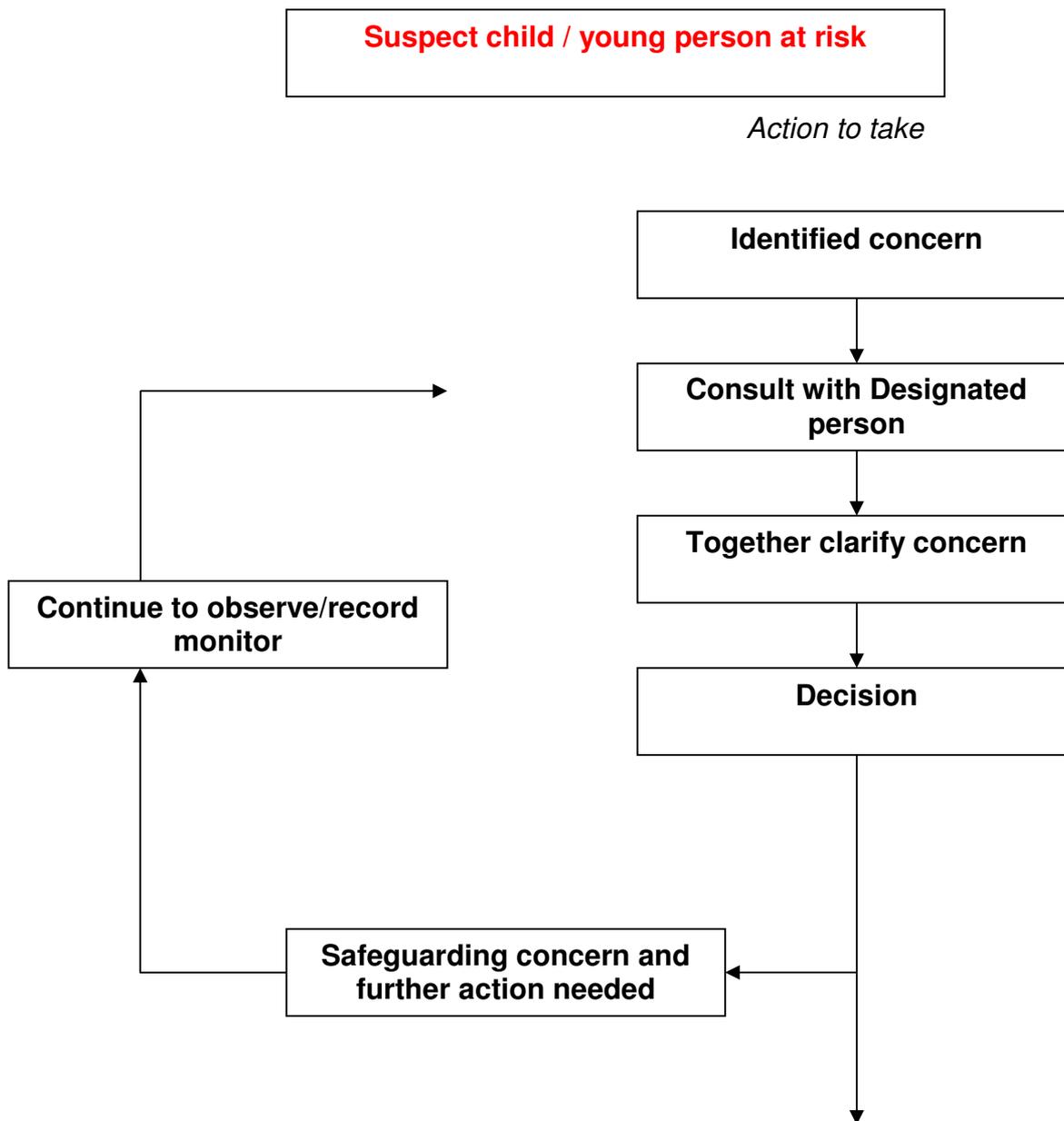
### **Important points to remember**

- Try not to display any signs of shock or disapproval when the child/young person is making a disclosure
- The child/young person may not regard the experience as either bad or painful, they may not feel guilty or angry

- Be aware of your own feelings which may be different from those of the child/young person
- Take care of yourself by making sure that you have an opportunity to discuss your feelings with someone at a later stage
- Do not destroy any evidence as it may be useful in a court of law
- Initial disclosure, even if retracted, still must be referred

## Referrals

Channels of communication should be quick and clear:



Designated Person to make a referral to relevant Children's Services Departments and to North Tyneside/Newcastle Local Safeguarding Board, followed by written referral

# The Nature of Abuse

*The main forms of abuse are:-*

## **Physical abuse**

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

## **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person 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/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone.

## **Sexual abuse**

Sexual abuse and child sexual exploitation(CSE) involves forcing or enticing a child/young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child/young person 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/young people.

## **Neglect**

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person 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/young person 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/young person's basic emotional needs.

## Preventing and Detecting Radicalisation in the UK

The education services within the Foundation are fully committed to safeguarding and promoting the welfare of all its pupils. As a school/college we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Foundation recognises we need to ensure the safety and wellbeing of our service users and to prevent people being drawn into terrorism and ensure they are given appropriate advice and support.

Wherever necessary, we aim to:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent individuals from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with multi agency teams appropriately if there are risks of radicalisation.

The Foundation will seek to support community cohesion (Education Act 2006) and our schools and college will teach children and young people to celebrate diversity, develop tolerance and follow societies' laws and regulations.

We teach a broad and balanced curriculum which promotes spiritual, moral and cultural development to prepare children and young people for the opportunities, responsibilities and experiences of life.

The Education Act 2002 puts a duty on schools to exercise their functions with a view to safeguarding and promoting the welfare of children.

If we have any concerns regarding the risk of radicalisation or have information which poses any risk to security within our services and beyond we will refer these issues to social care, local authorities, parents, police and other agencies and support the child or young person in adapting their views in line with government recommendations.

Staff within the Percy Hedley Foundation can access further information through senior staff or the DfE.

A good practice example:

'Tackling radicalisation and extremism through a multi agency approach to community integration' is available on the Ofsted website. [www.ofsted.gov.uk/resources/goodpractice](http://www.ofsted.gov.uk/resources/goodpractice)

## **Forced Marriage**

At the Percy Hedley Foundation we do not support the idea of forcing someone to marry without their consent.

Staff must contact the Designated Safeguarding Officer if they are aware of any concerns.

## **Under-age Marriage**

In England a young person cannot legally marry until they are 16 years old (without consent of parents/carers) or have a sexual relationship

Any concerns should be referred to the Designated Safeguarding Officer.

## **Female Genital Mutilation**

At the Percy Hedley Foundation we believe that all our pupils should be kept safe from harm. Female Genital Mutilation (FGM) affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our services have no children from these backgrounds and consider girls in our school safe from FGM we will continue to review our policy regularly.

We know it is illegal in the United Kingdom to allow girls to undergo FGM either in this country or abroad.

At the Percy Hedley Foundation if staff have any concerns about girls at risk of FGM they should refer to Designated Safeguarding Officers.

## **Ritualistic Abuse**

There have been reported cases of ritualistic abuse associated with the mis conceived idea that children could be 'possessed' or 'bewitched'.

At the Percy Hedley Foundation if staff have any concerns regarding children within our education community they should refer these to a senior member of staff, Designated Child Protection Officer, Associate Director, School nursing staff, Educational Psychologist.

## **Child Trafficking**

'Modern slavery' is a term used to encompass slavery, servitude, forced and compulsive labour and human trafficking. Child trafficking is the recruitment and movement of children for the purpose of exploitation and is a form of modern slavery. Some of the children within the Foundation could be vulnerable to trafficking and any suspicions of this type of abuse should be brought to the attention of senior staff, Designated Child Protection Officers.

## **Percy Hedley Education Services**

# **Safeguarding Statement and Safe Working Practice**

### **Mission Statement**

Protection from abuse is an integral part of the Percy Hedley Foundation's policy and practice for all employees and volunteers working with, or coming to contact with vulnerable adults and children and we are committed to appropriate safety and protection. We must also ensure that all staff and volunteers are able to make informed and confident responses to specific issues on the protection of children and vulnerable adults.

The Foundation has a responsibility to ensure that staff training is up to date and that working practice and incidents are audited at least 4 times per year. This audit process is supported through the Foundation Safeguarding Group who provide leadership in the implementation of regulation relating to Safeguarding in all aspects of the Foundation's activities (see terms of reference).

Wherever possible, abuse must be prevented. Creating "safe care" or support for children and vulnerable people involves a holistic approach, which is centred upon the needs of the cared for/supported person. It also recognises that this will only be achieved through effective recruitment, induction, support, training and management of staff.

### **Values, principles and beliefs**

- All children and vulnerable adults have equal rights to protection from abuse and exploitation
- Abuse of children and vulnerable adults is never acceptable
- We have a commitment to protecting children and vulnerable adults with/for whom we work

### **Children and Young People**

Safeguarding and promoting the welfare of children and young people is defined as:

- Protecting children and young people from maltreatment
- Preventing impairment of children/young people's health or development
- Ensuring children/young people are growing up in circumstances consistent with the provision of safe and effective care

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children/young people who are suffering, or are likely to suffer, significant harm.

Effective protection for children and vulnerable adults is essential as part of a wider work to safeguard and promote their welfare. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children and young people so that the need for action to protect them from harm is reduced.

## **Vulnerable adults**

The broad definition of a vulnerable adult is:

‘A person who is 18 years of age or over, and who is or may be in need of care services by reason of cognitive impairment or other disability, age or illness who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation’

People with learning disabilities, mental health problems, older people and disabled people may fall within this definition.

## **Safe working practice**

All adults working at Percy Hedley Foundation have a contracted duty of care to safeguard and promote the welfare of the people in their care. The Foundation will ensure that the staff are competent, confident and trained to do their job properly. Most staff will work professionally and aim to provide a safe and supportive environment which will secure the very best outcomes for the people in their care.

There may be occasionally some concerns about the vulnerability of the people in our care and also the vulnerability of the staff working with them and this document is provided in order to give practical guidance and clear advice, regardless of the staff roles, responsibilities or status within the organisation. It aims to raise awareness of what is acceptable behaviour and what is inappropriate or illegal behaviours.

This guidance cannot cover all situations and professional judgements may need to be made and in these cases clear justification of the actions will need to be made known to senior managers. This guidance will apply to all adults who come into contact with children or vulnerable adults whether paid employees or not (i.e. volunteers). Appropriate levels of awareness will be made by managers in areas of the organisation into which external contractors are working. All adults will be recruited through safe recruitment principles and will have an appropriate level of DBS check. All staff will be trained in the Foundation's Safeguarding statement and safe working practice.

## **Purpose of the guidance**

It is important that all adults at Percy Hedley Foundation understand the nature of their work and the responsibilities associated with it place them in a position of trust. This guidance aims to:

- Keep children and vulnerable adults safe by clarifying which behaviours constitute safe practice and which should be avoided
- Assist Percy Hedley employees to work safely and responsibly and to monitor their own standards
- Set clear expectations of behaviour and codes of practice
- Give a clear message that unlawful or unsafe behaviour is unacceptable and disciplinary action will be taken if appropriate
- Support after recruitment
- Minimise the risk of misplaced or false allegations made against Percy Hedley employees

## **Underpinning principles**

- The welfare of the child or vulnerable adult is paramount
- All employees should work in an open and transparent way

- All employees should be responsible for their own actions and behaviour and should avoid any activity which would lead to a reasonable person questioning their motivation and intention
- All employees work to safeguard the people in their care
- Professional standards should be adhered to at all times regardless of culture, disability, gender, race, racial origin, religious belief and/or sexual identity
- All employees are responsible for continual monitoring of their practice and ensuring that they have relevant information to carry out their responsibilities effectively
- Any employee whose practice deviates from the guidance and/or their professional standards may bring into question their suitability for their work within the Percy Hedley Foundation.

### **Making a professional judgement**

It would be impossible for this guidance to address every issue that may arise and therefore endeavours to highlight illegal, inappropriate and inadvisable behaviour for staff. There will be occasions when staff have to make decisions or take action in the best interests of the child or vulnerable adult which may contravene the guidance or if no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the child or vulnerable adult in their care and in doing so may be judged to be acting reasonably.

### **Confidentiality**

Many members of staff have access to confidential information about children and vulnerable adults in order to undertake day to day activities. In some circumstances staff will have access to very sensitive or private information. They should never use this information about a child or vulnerable adult to their family or for their own advantage. Information should never be used to embarrass or intimidate the child or vulnerable adult. The information should never be used casually in conversation or shared with anyone other than on a need to know basis. Staff should:

- Be clear about what information can be shared and in what circumstances
- Treat all information in a discreet and confidential manner
- Seek advice from a senior member of staff if they are in any doubt about information sharing
- Be aware of who they report allegations or concerns to
- All information which is held electronically is subject to the Foundation's Data Protection Policy and is appropriately secured

### **Positions of trust**

As a result of the knowledge, position and authority of their role, all adults working with children and vulnerable adults are in a position of trust in relation to the people in their care. A relationship between a member of staff and a child or vulnerable adult cannot be a relationship between equals. There is potential for exploitation and harm and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should avoid behaviour which might be misinterpreted by others and record any incident with this potential. Where a vulnerable person aged 18 or over is in a position of trust with a child or vulnerable adult it is an offence to engage in sexual activity with or in the presence of that child or vulnerable adult or to cause or incite that person to engage in or watch sexual activity.

## **Propriety and behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare of people in their care. The Foundation recognises the value and benefits of having staff and others representing the Foundation at a range of functions, events and levels including

- Courses and conferences
- Meetings
- Boards and other bodies
- Educational and other visits
- Sporting events
- Fundraising and other events

Staff will be deemed to be representing the Foundation if any or all of the costs of attending or time for attending has been provided through the Foundation.

Representing the Foundation at any function, event or level must always be authorised by the appropriate line manager and representation should be regarded as a privilege. All expenses claimed in relation to representation must be done so in line with the Foundation's policy and practice in this area.

The following, non- exhaustive, list of action may breach the above and have the effect of bringing the organisation into disrepute:

- Behaving in an offensive and/or inappropriate manner
- Expressing views publicly which would not be compatible with the aims and values of the Foundation
- Failing to maintain the high standards of behaviour expected

Failure to represent the Foundation positively may result in the termination of the privilege of representation or disciplinary action. Brining the organisation into disrepute is a disciplinary matter.

When attending an event and being in a position of responsibility for children and vulnerable adults, staff must ensure that the care and welfare of the children and vulnerable adults is their prime role and must be able at any time, day or night, to carry out those duties effectively.

The professional bodies of any staff will also have a code of professional conduct that must be respected and considered at all times.

## **Dress and appearance**

A person's dress and appearance are matters of personal choice and self expression. However, it is important that staff consider the manner of their dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure that they are dressed decently, safely and appropriately for the tasks they undertake.

## **Gifts**

Staff need to be aware that they should not accept any gift that might be construed as a bribe by other or lead the giver to have or expect preferential treatment. There are occasions when families, children and vulnerable adults wish to pass on small token of appreciation to staff (for example, a Christmas gift or a thank you gift) and this is acceptable. However it is unacceptable to receive gifts on a regular basis or of a significant value. All gifts should be logged in the gift log book. Similarly it is inadvisable to give personal gifts to children and

vulnerable adults. This could be misinterpreted as a gesture or bribe or to single out that person and may be perceived that a “favour” of some kind is expected in return. All gifts received should be recorded in the gifts and hospitality book. Any reward given to children or vulnerable adults should be within the agreed guidance, consistent with the behaviour policy and recorded.

### **Infatuations**

It is not uncommon for children and vulnerable adults to be strongly attracted to a member of staff and develop an infatuation. All situations should be responded to sensitively maintain the dignity of all concerned. If a member of staff is aware of a child or vulnerable adult becoming infatuated with him/herself or a colleague, this should be discussed with a Senior Manager and appropriate action taken, to avoid hurt and distress for all concerned.

### **Social contact**

Staff should not seek personal friendship or social contact with children or vulnerable adults to secure a relationship. It is important that the staff member exercises their professional judgement if a child or vulnerable adult seeks this contact, and makes a response so that there can be no misinterpretation of intent. Staff should not give their personal details such as home/mobile numbers, home or email address to children or vulnerable adults unless agreed with Senior managers.

### **Physical contact**

*See also intimate care policy*

There are occasions when it is entirely appropriate for staff to have physical contact with the people in their care however it is important that they only do so in ways that are appropriate to their professional role.

Physical contact should be made in response to a child or vulnerable adults’ needs at the time, of limited duration and appropriate to their age, development, gender, ethnicity and background. Staff need to be aware that well intended contact may be misconstrued by the child or vulnerable adult or by an observer or by anyone to whom the action is described. Staff should never touch in a way which may be considered indecent. They should always be prepared to explain their actions and accept that any physical contact is open to scrutiny. Staff should never indulge in horse play, tickling or fun fights.

All physical contacts must never be secretive or for the gratification of the adult. If a member of staff believes that an action has been misconstrued they should report this immediately to a Senior manager.

There may be occasions where the child or vulnerable adult needs comfort in times of distress. Staff should consider the way this is offered, always tell a colleague when and how this comfort was given and record the situation. Extra caution will always be required if a child or vulnerable adult has been a subject of previous abuse.

Any sexualised behaviour by a member of staff towards a child or vulnerable adult is inappropriate and illegal. The sexualised behaviour includes engaging children in watching sexual activity or pornographic material, as well as physical contact and penetrative and non penetrative acts. This means that adults should never pursue sexual relationships with children or vulnerable adults in or out of the Percy Hedley Foundation, and any form of communication with a child or vulnerable adult which could be interpreted as sexually suggestive or provocative.

Staff should be aware that conferring special attention on one child or vulnerable adult may be construed as “grooming” and this is a criminal offence.

## **Sports activities, showers and changing areas**

Physical contact will be required at some times to perform a task or solely to demonstrate a task and this is acceptable. The child or vulnerable adult should be informed of how this assistance is going to be given. Supervision of children and vulnerable adults in showers and changing rooms must be appropriate to the age and gender of the person and sensitive to the dignity and privacy they are entitled to.

Staff should avoid unnecessary physical contact with children or vulnerable adults in a state of undress and avoid any visually intrusive behaviour, announcing their entry to the changing room. Staff should not change in the same place as the children or vulnerable adult or shower with them.

## **One to one situations**

Staff sometimes need to work one to one with a child or vulnerable adult. Staff should recognise their vulnerability in these situations and plan accordingly to ensure their safety and that of the person in their care. Staff should tell others where they are taking the child or vulnerable adult and if possible leave the door to the room open. Risk assessment may need to be carried out for these situations.

## **Personalised care**

All people who use the services of the Percy Hedley Foundation receive care, treatment and support from all staff who are committed to maximising people's choice, control and inclusion and protection of their human rights as important ways of meeting their individual needs and reducing the potential for abuse.

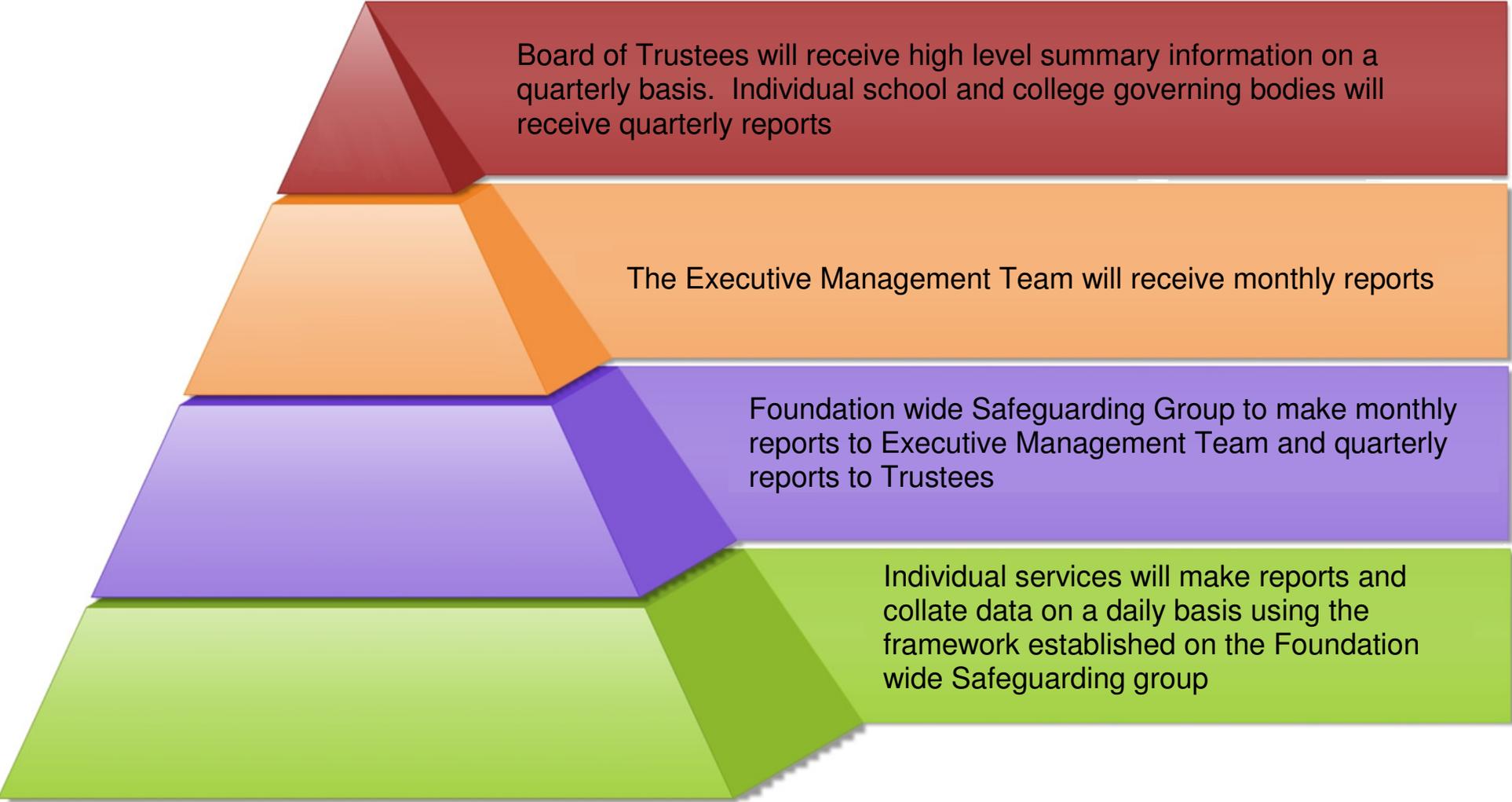
Children and vulnerable adults who use services have access to appropriate information about what abuse is how to recognise the signs, what they should do if they or another person is being abused or suspect abuse, including relevant contact details under the safeguarding procedures. They should also know what they might expect to happen when a referral is made under the local safeguarding procedures. This is promoted through relevant curriculum and through information brochures and training.

## **Students / Work experience**

We will ensure that people who use Percy Hedley Services benefit from staff (including volunteers, students, temporary and ancillary staff and practitioners working under practising privileges) who:

- Are honest, reliable, trustworthy and treat the people who use the service with respect
- Are competent to carry out their role and meet the needs of the people who use the services
- Have been subject to the necessary checks, so that the Foundation is assured that the worker is suitable for their role
- An appropriately qualified and experienced member of staff is appointed to supervise them
- Wherever it is possible, this supervisor is on duty at the same time as the new worker, or is available to be consulted
- New workers do not escort people away from the premises unless accompanied by a staff member for whom a full and satisfactory DBS check has been received.

## Percy Hedley Education Services A “One System” approach



Board of Trustees will receive high level summary information on a quarterly basis. Individual school and college governing bodies will receive quarterly reports

The Executive Management Team will receive monthly reports

Foundation wide Safeguarding Group to make monthly reports to Executive Management Team and quarterly reports to Trustees

Individual services will make reports and collate data on a daily basis using the framework established on the Foundation wide Safeguarding group

## **PERCY HEDLEY EDUCATION SERVICES**

### **Relationships and Sexuality Policy**

#### **Aims:**

- To educate students about Personal, Social, Health and Citizenship issues through the Percy Hedley School curriculum
- To develop students' emotional maturity so they can make and sustain friendships and relationships
- To safeguard students, and promote their health , safety and well-being

#### **Policy Statement**

Percy Hedley School/College recognises that it is important for everyone to have the opportunity to make and develop a range of friendships and relationships and will help students to develop the skills to do so through the curriculum and school support services.

All young people have a right to express their sexuality in a private and dignified fashion so the school will provide education and support, as need arises, on an individual basis. The capacity of students to make informed decisions about sex and relationships will be carefully assessed and shared with parents and carers. The health, safety and well-being of students is always paramount. Students have a right to be protected from abuse of power or exploitation.

#### **Legislative framework / statutory guidance**

- Mental Health Act 1983
- Sexual Offences Act 1985
- Human Rights Act 1998
- Sexual Offences Act 2003
- Mental Capacity Act 2005

#### **Related policies and documents**

- Safeguarding Vulnerable Adults Policy
- Health & safety policy

#### **Procedures on relationships and sexuality**

##### **1. Personal, Social, Health and Citizenship Education**

- 1.1. As a School/College, Percy Hedley sees it as important that all students receive PSHCE sessions as part of their curriculum. The syllabus includes education and information about: rights and responsibilities, students' own bodies, personal relationships, sexuality, contraception, health, pregnancy and childcare, anti-bullying/exploitation and safety, always presented in a manner appropriate to individual needs.

- 1.2. A key element of the PSHCE curriculum is the building of self-esteem and confidence so students can express their choices, including the right to say 'no'.
- 1.3. The School structure includes a range of professional staff who can support students.
- 1.4. Teaching and therapy staff know their students well, and will approach those students who they believe may be in need of further sensitive input as required.

## **2. The Law**

- 2.1. Any relationships must be lawful.
  - 2.1.1. the same laws apply to heterosexual and homosexual activity
  - 2.1.2. the legal age of consent to any form of sexual activity is 16. This presumes that people have the capacity to give informed consent; students at Percy Hedley may not have the capacity to make such a key decision
  - 2.1.3. it is illegal for an adult to have sex with a person under 16 years old
  - 2.1.4. the law makes it illegal to trick<sup>1</sup>, bribe<sup>2</sup> or threaten<sup>3</sup> anyone with a learning disability into any kind of sexual activity, even if they are people who are able to consent to make choices for themselves.
  - 2.1.5. it is against the law for anyone involved in the care of anybody with a learning disability to have any kind of sexual activity with them.
- 2.2. From the age of 18, people with learning disabilities have the right to make their own decisions where they have the capacity to do so. Their capacity to make decisions will be assessed in accordance with the Mental Capacity Act 2005.
- 2.3. Staff are often faced with situations which challenge them. It is important to work within the law while acknowledging individual rights.

## **3. Relationships between staff and students**

- 3.1. The School/College is clear that the relationship between staff and students must be of the highest professional standards in line with the expectations of the professional bodies and Percy Hedley Code of Conduct for staff
- 3.2. Staff must not show favouritism to any student
- 3.3. Staff must not encourage students to regard them as 'friends'. Staff must not form personal friendships with students. It follows, therefore, that staff must not exchange personal contact details (e.g. phone numbers) with students or befriend them on social networking sites, e.g. Facebook
- 3.4. It is against the law for anyone caring for a vulnerable adult to have a sexual relationship with them (see 2.1.5 above) Any member of staff who has a sexual relationship with a student will be dismissed.

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<sup>1</sup> 'tricks' or deception could include telling lies such as "all your friends do this" or "you will get ill if you don't"

<sup>2</sup> Bribes could include giving gifts or money, or promising presents or marriage to the victim

<sup>3</sup> Threats could include "I'll tell your parents" or "I'll hurt your friend"

- 3.5. All staff have a duty to report any inappropriate behaviour between students and members of staff. This should be reported under the Safeguarding procedure to the designated member of staff.

#### **4. Relationships between students**

- 4.1. Many students at Percy Hedley, because of their disabilities, will need significant time and education to understand the stages and nuances of relationships. To help with this, we have developed a consistent approach to relationships:
- 4.1.1. Stage One: 'Mates' students will be encouraged to regard the whole student community at school as 'mates'. Mates are people you know, who you have something in common with, and may enjoy spending time with. Staff will encourage students to develop their social skills in relating to 'mates'; these are important social skills for the rest of their lives.
- 4.1.2. Stage 2: 'Friends' in time, students may become closer to some of their 'mates' and begin to regard them as 'friends'. Friends are people you know well, with whom you share several interests, you will know facts about them and their family and you will enjoy spending time with them. Staff and families can advise and support students in maintaining friendships.
- 4.1.3. Stage 3: Boyfriend/Girlfriend 'dating': in common with other young people, students become attracted to each other and wish to date each other. Staff and families will help students to understand that, at this early stage, they are simply getting to know each other more closely to establish if they really do want to have a closer relationship. Students will be encouraged to actually make a date to do something together, e.g. go to karaoke together, watch a DVD together, go shopping together rather than just spending time in Residence.
- 4.1.4. Stage 4: Going Steady: each year, a number of students do progress to 'going steady'. They have mutually fulfilling relationships, which their families are aware of, and may visit each others' homes and spend time together. These couples may decide that they wish to move their relationship on to be more intimate. In this case, their teacher or therapist will work with parents, carers and the students to ensure they fully understand the implications of their decision, and to provide appropriate advice and support. The right of the students to a confidential information and advice service will be respected, but sexual activity at School will not be actively encouraged by staff. Couples are not allowed to share school residency overnight.
- 4.1.5. Stage 5: Engagement and marriage - young people at school may aspire to get engaged or married. The general approach is that 'engagement' is a promise to marry and this is more appropriate after a student has left education.

#### **5. Sexual relationships between students**

- 5.1. The School takes the view that residential students stay in Residence, in term time only, for the purpose of education. They do not live at school. Study bedrooms are provided at Residence to allow learning to continue in the evening under the 24-hour curriculum model. Those wishing to pursue a sexual relationship have opportunity to do so at weekends and during school vacation periods, when they can be supported by their families and familiar professionals.
- 5.2. Sexual relationships between students are discouraged at school.

- 5.3. If it is established that two students over the age of 18 years are having sex with each other, it is important to ensure that this is not abusive by ascertaining that the students are:
- able to consent to the activity (assessment needed under the Mental Capacity Act)
  - mutually consenting
  - not exerting any element of power over one another

It will be the responsibility of the Residential Manager to seek assurance on these issues.

If the Residential Manager is satisfied regarding these issues, the teacher or therapist may be asked to offer education and advice to the couple.

## **6. Relationships between students and others off-campus**

- 6.1. Some students may start School already having a girlfriend or boyfriend at home. Others may form relationships at home. In such cases, staff will work with the student and his/her family to ascertain the stage of the relationship and to establish the most appropriate way of sustaining the relationship in term time
- 6.2. As with all visitors to school, any friends or partners visiting a student at school should sign the Visitors Book in the Residence and make themselves known to the residential staff.

## **7. Private Space in the residency**

- 7.1. Students should feel safe in their own rooms. Anyone wishing to enter the room should knock first, and the student has the right to refuse admission. This refusal can only be over-riden for urgent health and safety reasons.
- 7.2. Staff will help students to understand that some aspects of a relationship should take place in a private space, e.g. prolonged kissing and cuddling.
- 7.3. Masturbation is a common element of the sexual behaviour of men and women, but students may need to be helped to understand that it is an activity requiring privacy.

## **8. Public space**

- 8.1. Students will learn that all space at school/college is public, apart from bedrooms. They will learn that they should be safe in public places and that these are appropriate places to spend time with mates, friends and boyfriends/girlfriends.
- 8.2. Students will learn that it is not appropriate to conduct a physical relationship in a public space.

## **9. Medical advice**

- 9.1. The school takes the view that medical advice about sexual activity, contraception, etc. should be the responsibility of the student's G.P. and medical specialists.

## **10. Respecting diversity**

- 10.1. Attitudes towards sex and relationships are influenced by our cultural and religious backgrounds. Staff need to be aware of this, and respect diversity of sexual expression and sexual preferences.

## PERCY HEDLEY EDUCATION SERVICES

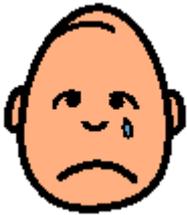
### Safeguarding – Student Information

#### How will I be kept safe?



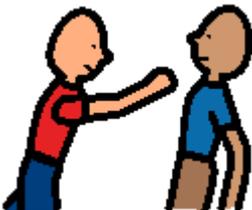
**Safeguarding** means making sure you are safe from abuse and neglect, and are able to be independent and make choices.

#### What is abuse?



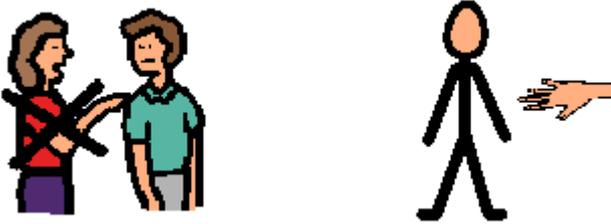
Abuse is when someone hurts you or treats you badly. Abuse is always wrong. There are different kinds of abuse.

#### Physical abuse



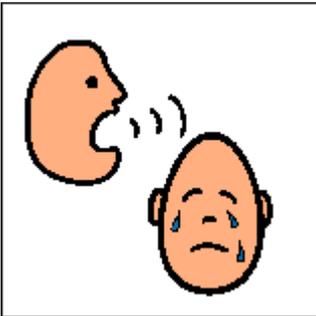
Is when someone hurts you, for example hitting, kicking, causing you any pain.

## Sexual abuse



Is when someone touches your body or your private parts in ways you do not like or want. This includes kissing you, making you touch them in a way you do not feel comfortable with.

## Emotional abuse



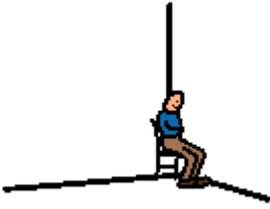
Is when people talk to you in an unkind way for example, teasing, threatening, swearing, ignoring you, shouting, putting you down and treating you like a child.

## Financial abuse



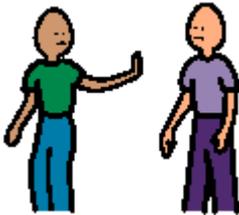
is when people take or control your money or things which belong to you.

## Neglect



is when people who are supposed to help you do not look after you properly. This could be for example, not giving you enough food, not keeping you warm and safe, not giving you medication or taking you to the doctors if you are ill.

## Discrimination



Is when people treat you badly or unfairly because of the colour of your skin, your religion, your disability or because you are Lesbian or Gay.

**Abuse is always wrong and should not happen.**

If any of these things happen to you or your friends, you should tell someone you trust. You could tell:

- A member of staff
- Someone in your family
- A Nurse or Doctor
- Social worker
- The manager
- A friend or another resident
- An advocate
- The police

## What will happen if I tell someone?

Your concerns must be reported to the manager of the home within 1 hour of you telling someone. This is because of an act of Parliament called the Public Interest Disclosure Act 1998. This was introduced so that your concerns cannot be ignored and staff by Law have a legal duty to report and record in writing any concerns you might have.

**People who provide services like;** residential care, day services or respite should always work to keep you safe and well.

All staff that support you must have a **CRB** Criminal records check to make sure they have not abused people in the past.

**Family and Friends** are good at noticing when people might have been abused or are in services where they are not safe.

**People who inspect services** like the Care Quality Commission (CQC) and Contract Monitoring Teams are responsible for inspecting services and it is their job to make sure that services offer good, safe care and support.



## *Contact numbers*

### **Newcastle LSCB**

Children's Safeguarding Standards Unit (9am to 5pm, Monday to Friday)

Civic Centre  
Newcastle upon Tyne  
NE1 8PU  
0191 2774636

Emergency Duty Team (Out of hours)  
Civic Centre, Newcastle upon Tyne  
0191 2328520

Local Authority Designated Officer (LADO)  
Allegations Against Staff  
Civic Centre  
Newcastle upon Tyne  
NE1 8PU  
0191 2774636

## **North Tyneside LSCB:**

### **First Call**

Tel: (0191) 643 7979

Tel: Out of Hours - (0191) 200 6800

Fax: (0191) 643 2409

Address: Quadrant West  
The Silverlink North  
Colbalt Business Park  
Newcastle upon Tyne  
NE27 0BY

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### **Equality Impact Assessment**

This policy has been reviewed in terms of its impact upon individuals with protected characteristics

Outcome

No change needed

Policy was updated  
(details below)

## **KEY CONTACTS**

### **Northumberland**

Children's Services  
Monitoring & Review Team  
01670 714411  
Emergency Duty Team  
0845 600 5252  
Register Custodian 01670 714411  
Register Administrator  
01670 714411  
Register Fax 01670 733861

### **Redcar & Cleveland**

Children's Services Department  
Access Team 01642 771500  
Fax 01642 771535  
Emergency Duty Team 08702 402994  
Fax 01642 528727  
Register Custodian 01642 771529  
Register Administrator 01642 771523  
Fax 01642 771522

### **South Tyneside**

Children Young people and Learning  
Referral Team 0191 456 4473  
Fax 0191 454 4991  
Emergency Duty Team  
0191 456 2093  
Fax 019 454 4991  
Children 'Standards Unit  
0191 454 5021  
Register Administrator 0191 454 5021  
Fax 0191 427 5037

### **Regional Children's Safeguarding Services Contacts Darlington**

Children Services  
Childcare Duty Team 01325 346867  
Fax 01325 346479  
Emergency Duty Team 08702 402994  
Fax 01642 528727  
Register Custodian 01325 346872  
Register Administrator 01325 346244  
Fax 01325 346474

### **Hartlepool**

Children's Services Department  
Duty Team 01429 523391/2/3/4  
Fax 01429 523907  
Emergency Duty Team 08702 402994  
Fax 01642 528727  
Register Custodian 01429 523886  
Register Administrator 01429 523960  
Fax 01429 523905

### **Stockton**

Department of Children, Education and  
Social Care  
First Contact Team 01642  
527754/57/59/60/65  
Fax 01642 527756  
Emergency Duty Team 08702 402994  
Fax 01642 528727  
Register Custodian 01642 527634  
Register Administrator 01642 527638/9  
Fax 01642 393371

### **Sunderland**

Children's Services Directorate  
Initial Response Team 0191 566 1500  
Fax 0191 566 1501  
Emergency Out of Hours Team 0191 553  
1991  
Fax 0191 525 1574  
Register Custodian 0191 566 1602  
Register Administrator 0191 566 1612  
Fax 0191 566 1601

### **Durham**

Social Care Direct 0845 850 5010  
Fax 0191 383 5752  
Emergency Duty Team 0845 850 5010  
Fax 0191 383 5752  
Register Custodian 0191 383 3323  
Register Administrator 0191 383 3830  
Fax 0191 383 4182

### **Gateshead**

Learning and Children  
Access & Assessment Team 0191 433  
3000  
Fax 0191 477 6544  
Emergency Duty Team 0191 477 0844  
Fax 0191 477 9438  
Register Custodian 0191 433 2374  
Register Administrator 0191 433 8249  
Fax 0191 478 9426

**Middlesbrough**

Children Families and Learning Dept  
Assessment Team Access Officer 01642  
300870  
Fax 01642 300849  
Emergency Duty Team  
08702 402994  
Fax 01642 528727  
Register Custodian 01642 818094  
Register Administrator 01642 818094  
Register Fax 01642 818559

**Newcastle**

Children's Services  
Initial response Service  
Cruddas Park 0191 2772500  
Fax 0191 2772477  
Sheriff Leas 0191 2863311  
Fax 0191 2716865  
Walker 0191 295535  
Fax 0191 263 9292  
Emergency Duty Team 0191 2328520  
Fax 0191 2114947  
Register Custodian 0191 2116328  
Fax 0191 2114841  
Register Administrator 0191 2772404  
Fax 0191 2772421

This policy also links to other policies on:

- **Management of Behaviour**
- **Educational visits**
- **First aid**
- **Internet use and e safety**
- **Use of photographs**
- **Whistle blowing**
- **Confidentiality**
- **Equality and Diversity**
- **Complaints**
- **Medical**
- **Missing Children**
- **Equal opportunities**
- **SEN**
- **Bullying and Harassment**
- **Recruitment**
- **PHSCE curriculum**
- **Risk Assessments**
- **Looked after children**
- **Intimate care**
- **Racism**
- **Health and safety**