

Safeguarding Policy

Teach Major takes the maintenance of safeguarding children very seriously and aims to ensure the health, safety and welfare of all staff, children and parents at all times.

The purpose and scope of this policy statement

The purpose of this policy statement is:

- To protect children and young people who receive Teach Major's services from harm. This includes the children of adults who use our services.
- To provide staff, as well as clients, children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Teach Major, including Directors, Managers, Paid Staff, Cover Staff, Peripatetic Staff and 3rd Party Agencies.

Legal Framework

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children in England, Scotland and Wales. This includes:

- The Children Act 1989 (as amended)
- The Equality Act 2010
- Children and Families Act 2014
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2019 (with particular attention to Annex A)
- GDPR and the Data Protection Act 2018
- Information Sharing: Advice for Practitioners 2018
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) 2018
- Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Childcare Act 2006 (as amended in 2018)

Supporting documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents, including:

- Absent Child Policy
- Anti Bullying Policy
- Anti Slavery & Human Trafficking Policy
- Terms & Conditions
- Behaviour Policy
- Complaints Policy
- FGM Policy
- Exclusion Policy
- Late Booking & Late Collection Policy
- Health & Safety Policy
- Malpractice & Plagiarism Policy
- Missing Person Policy
- Physical Intervention Policy
- Prevent Policy
- Safer Recruitment Policy
- SEN Policy

- Social Media Policy
- Use of Technology for Children Policy
- Whistleblowing Policy
- Code of Conduct

We believe:

Teach Major recognises that it has an explicit duty to safeguard and protect children from abuse. We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

We recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs, or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare

Teach Major Aims:

- We will provide a range of exciting and challenging experiences which will enable pupils to become effective, independent learners and to prepare them for adult life.
- We will promote responsible citizenship, built on respect for ourselves and others, through active links with the local and wider community.
- We will promote high standards of physical, emotional and mental health and well-being among our school community.
- We will promote the spiritual, moral, social and cultural development of pupils and through this promote fundamental British values.

Everyone working for Teach Major shares an objective to keep children safe by:

- Valuing, listening to, and respecting them
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff
- Developing and implementing an effective online safety policy and related procedures
- Providing effective management for staff through supervision, support, training, and quality assurance measures so that all staff know about and follow our policies, procedures and behaviour codes confidently and competently
- Recruiting and selecting staff safely, ensuring all necessary checks are made
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: www.ico.org.uk/for-organisations]
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Using our procedures to manage any allegations made against staff appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place

- Providing a safe physical environment for our children, young people, and staff, by applying health and safety measures in accordance with the law and regulatory guidance
- Building a safeguarding culture where staff, children, young people and their families, treat each other with respect and are comfortable about sharing concerns
- Following our schools' policies (paying attention to Behaviour Management, Health and Safety, Safeguarding) in conjunction with our own standards
- Supporting children's development, in ways which will foster a sense of self-esteem and independence
- Identifying and responding to children in need of support and/or protection
- Ensure children know that there are adults in the school who they can approach if they are worried
- Statistically, children with behavioural difficulties and disabilities are more vulnerable to abuse. All staff will be asked to be particularly sensitive to signs of abuse
- Ensure that any absence, without satisfactory explanation, of a pupil will be referred to the schools designated person
- Always asking for written consent from a child and their parents or carers before taking and using a child's image
- Changing the names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)
- Never publishing personal information about individual children
- Making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- Using images that positively reflect young people's involvement in the activity.

Commitment to Schools

Teach Major is committed to delivering the highest standards of service to our teachers, schools and parents. To ensure we achieve this we complete all required vetting and barring disclosure checks to government legislation and statutory guidance.

As part of the ongoing commitment to our teachers and schools, we routinely carry out:

- Detailed face-to-face interview process
- Teacher observations (termly)
- CPD training
- Enhanced DBS disclosure
- Right to work
- References
- Qualifications
- Certified up-to-date Safeguarding training
- Vetting & Barring
- Identity Check

As an employer we are under a duty to refer to the Disclosure and Barring Service (DBS), any member of staff who, following disciplinary investigation, is dismissed or resigns because of misconduct towards a child and we may refer any concerns we have before the completion of this process.

Staff Training

As of September 2022, we have updated our safeguarding policy and training to reflect:

- That upskirting² is now acknowledged as a form of peer-on-peer abuse, and has been listed as a

criminal offence

- New information on serious violent crimes, such as indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
 - Increased absence from school
 - Change in friendship/relationships with others/groups
 - Significant decline in performance
 - Signs of assault/unexplained injuries
- The replacement of LSCBs with Safeguarding Partners
- The introduction of the Child Death Overview Panel, following the dissolution of LSCBs
- The introduction of the Child Safeguarding Practice Review Panel, who review cases to ensure lessons are learned on a national level, while Safeguarding Partners hold local responsibility
- New emphasis on organisational responsibility for people in positions of trust
- Additional Safeguarding challenges identified for children with SEN and disabilities, including:
 - Awareness that behaviour, mood, and injury may relate to possible abuse and not just their SEN or disability
 - Higher risk of peer group isolation
 - Disproportionate impact of bullying
 - Difficulties with communication
 - Schools should consider additional pastoral support for children with SEN and disabilities
- Increased need for online safety; it has been acknowledged that most children are using data on their phones, on the 3G, 4G or 5G network. In addition to existing policies and procedures around infrastructure, consideration also needs to be around how children access the internet whilst they're at school
- The need for more available emergency contacts for children in school
- Additional caution around the use of reasonable force; there are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but this guidance, along with previous comments from Ofsted, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods
- That Multi-Academy Trusts don't need to have separate Single Central Records for each school. MAT can keep the master SCR at their headquarters
- New measures around alternative provisions. Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. The new guidance says that schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.
- That peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies
- The need for training to include sexual violence and sexual harassment
- That induction training, must now include the behaviour policy and procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy
- The requirement for all staff to read Annex A of Keeping Children Safe in Education Part 1

Staff commitment to training

All our workers have a responsibility to safeguard and promote the welfare of children. As a result, all staff will be:

- Informed of their responsibilities in being alert to signs of abuse, and undertake training provided to upgrade these skills and responsibilities
- Responsible for securing the relevant procedures from each of their assigned schools, about referring concerns to the Designated Person
- Responsible for undertaking training provided by Teach Major or a third party to meet requirements stipulated in government policy; training will be routinely updated to reflect any changes, and staff will be responsible for undertaking updated training to keep their skills and knowledge current
- Provided with induction information
- Responsible for reading all documents listed under the "Supporting Documents" section, and must pay particular attention to Annex A of the Keeping Children Safe in Education document

Dealing with disclosures and concerns about a child or young person

Any member of staff who has a concern about a child or young person must remember it is important to maintain a sense of balance when observing a child and to avoid making assumptions.

A child may exhibit any of the below signs, at any time, without there being due cause for concern. However, if a child shows a number of these signs, or exhibits a repeated sign on numerous occasions, further enquiries should be made, and concerns registered to the school's designated child protection officer.

Signs to look out for include, but are not limited to:

- Unexplained changes in behaviour, personality, or school performance
- Becoming or being overly compliant, passive, or withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- A lack of social skills and/or few friends, if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body
- Having not received help for physical or medical problems brought to the parents' attention
- Having learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Always being watchful, as though preparing for something bad to happen
- Lacking adult supervision
- Coming to school or other activities early, staying late, and not wanting to go home
- Having unexplained burns, bites, bruises, broken bones, or black eyes
- Fading bruises or other marks noticeable after an absence from school
- Seeming frightened of parents and protesting or crying when it is time to go home
- Shrinking at the approach of adults
- Reporting injury by a parent or another adult caregiver
- Being frequently absent from school
- Begging for or stealing food or money
- Lacking needed medical or dental care, immunizations, or glasses
- Being consistently dirty and/or having severe body odour
- Lacking appropriate clothing for the weather
- Abusing alcohol or other drugs
- Stating that there is no one at home to provide care
- Having difficulty walking or sitting
- Suddenly refusing to change for PE or to participate in physical activities

- Reports nightmares or bedwetting
- Experiencing a sudden change in appetite
- Demonstrating bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becoming pregnant or contracting a venereal disease, particularly if under age 14
- Reporting sexual abuse by a parent or another adult caregiver
- Being either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Being delayed in physical or emotional development
- Attempting suicide
- Reporting a lack of attachment to the parent

In order to maintain perspective, it is important for teachers to:

- Share all concerns with a senior colleague, preferably the designated child protection lead or Head Teacher, and Teach Major
- Report all factual evidence accurately and precisely
- Report all feelings and suspicions carefully but they should be clearly separated from the factual evidence

If a child discloses information about possible abuse, teachers should discuss with the school's designated lead and follow the school's procedure. It is crucial to write down notes at the time of the discussion to maintain accuracy; these must be kept secure and handed directly to the appropriate lead in a timely manner. Timeliness is important to ensure that, in the case of a genuine threat, the child is not sent home to a potentially dangerous situation.

If there is a genuine cause for concern, the designated lead will contact the appropriate agencies. Any reports regarding a child's safety will be kept safe in a file, in a locked cabinet at Teach Major, in line with relevant legislation and guidelines (e.g. GDPR).

Teach Major will co-operate with relevant external agencies and schools in any enquiries regarding child protection matters. All staff will make it clear to any child disclosing information that they cannot guarantee confidentiality, but that they will only pass information on to people that can help them. Information concerning children at risk will only be shared with the designated lead at the school.

Where there are concerns about a child, a teacher may be asked to keep a log of observations. This will be kept securely and separately from generally accessible class records. All records are subject to the Freedom of Information Act (2000) and the Data Protection Act (1998). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

Online safety

In addition to complying with the Online Safety policy at their assigned school, staff have a responsibility to keep all internet-connected devices locked / password-protected, with up to date anti-virus software and parental locks, to mitigate the risk of children being able to access, or being exposed to, material and content that is inappropriate.

Equally, all staff are responsible for reporting any inappropriate materials that breaches mitigation measures already in place.

Anti-bullying

In addition to complying with the Anti-Bullying policy at Teach Major and at their assigned school, staff have a responsibility to raise any concerns of bullying to the class teacher, ensuring to make a written record and follow up if there are subsequent issues arising.

Adult to child supervision ratios

Teach Major recognises that there should be a minimum ration of one adult to every thirty children (1:30) in a classroom setting and staff are responsible for adhering to this at all times. There should be a minimum ration of one adult every ten children in our holiday camps. The exception to this rule is for some of our music workshops, where we may allocate two adults to forty-five children (2:45) in order to maintain better classroom management.

Allegations against staff

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If a child makes an allegation against a member of staff, the Head Teacher and Teach Major Manager or Director should be immediately informed. If the allegation concerns the behaviour of Teach Major staff, the company should be informed immediately in accordance to Teach Major's policy.

Other useful information

- What To Do If You're Worried A Child Is Being Abused
www.doh.gov.uk/safeguardingchildren/index.htm
- Framework for the Assessment of Children in Need and their Families
www.doh.gov.uk/qualityprotects/work_pro/project_3.htm
- Ofsted Website www.ofsted.gov.uk
- The Protection of Children Act 1999
- A Practical Guide to the Act for all Organisations Working with Children
www.doh.gov.uk/scg/childprotect
- NSPCC Helpline: 0808 800 5000 www.nspcc.org.uk

Policy date: December 2022 (will be reviewed annually, or earlier if the need arises)