



Safeguarding Policy and Procedure (Students and Student Activities)

This policy is reviewed annually by the Board of Trustees, and was last reviewed on:

25 October 2016:

Proposed review date:.....

Signed by:

Andy Parsons
Union Director

John Palmer
Chair of the Board of Trustees

Jonathan Ako
President 2016-17

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Named staff and contacts

- Designated Safeguarding Leads:
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Caroline Farley (Head of Nursery) carolinefarley@lsu.co.uk 564068
- Principal Safeguarding Officer:
Andy Parsons (Union Director) andyparsons@lsu.co.uk 635028
- Safeguarding and Improvement Unit contacts:
Safeguarding and Improvement Unit Service Manager (Acting):
Judith Jones 0116 3057411
LADO / Allegations:
Mark Goddard, Karen Browne 0116 305 7597
Safeguarding Development Officers:
Inga Windley 0116 305 7317
Simon Genders 0116 305 7750

First Response Children's Duty (Priority 1 referrals)

Telephone 0116 3050005
Fax 0116 3050011
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals

<http://lrsb.org.uk/childreport>

Early Help – Request for Services

http://www.leics.gov.uk/index/children_families/early_help.htm

Family Information Service 0116 3056545 email family@leics.gov.uk

Contact to learn outcome of referrals 0116 3050005

1 Introduction and Commitment

- 1.1 Loughborough Students' Union fully recognises the contribution it can make to protect children and vulnerable adults. The aim of the policy is to safeguard and promote the welfare, safety and health of children and vulnerable adults by fostering an honest, open, caring and supportive climate. The welfare of children and vulnerable adults is of paramount importance.
- 1.2 The Union is committed to supporting and promoting the welfare of its students and staff and to the promotion of a positive student experience. The Union is also committed to seeking to ensure that students who are children are in a safe environment, for example College students and University students who are under 18 years of age on entry. The Union recognises that there are also times when its students may be defined as vulnerable adults (see definition at section 2.1).
- 1.3 The Union also recognises that within the course of its activities its students and staff may come into contact with children or vulnerable adults who are not members of the University or College, e.g. in respect of undertaking professional placements or in connection with outreach or volunteering activities.
- 1.4 The Union wishes to ensure that it maintains the highest possible standards to meet its social, moral and legal responsibilities to protect and safeguard the welfare of children and vulnerable adults with whom the Union's work brings it into contact. The Union is committed to promoting good practice in relation to safeguarding and is committed to developing best practice with sections of the Union, particularly in regard to training.
- 1.5 The Union recognises that it places students and staff in supervisory and other leading roles and positions of trust, and is aware of the need to monitor the behaviour of those with this power dynamic.
- 1.6 In the management of its community, the discharge of its functions, and in implementing this Policy and Procedure, the Union will remain mindful of its duty of care and other legal obligations such as those it owes under the Health and Safety at Work Act 1974, the Data Protection Act 1998, the Safeguarding Vulnerable Groups Act 2006, the Licensing Act 2006, the Equality Act 2010 and the Protection of Freedoms Act 2012.
- 1.7 This Policy and Procedure is designed to assist the Union to achieve the commitments set out above and to take reasonable steps to safeguard those who are vulnerable and who come into contact with the Union. It aims to provide clear guidelines and procedures for identifying risks, reporting concerns and ensuring that appropriate action is taken.
- 1.8 Examples of areas where the Union may have contact or positions of trust with children or vulnerable adults include (this is not an exhaustive list):
 - Support of students eg the Student Voice service
 - Summer schools, school visits, and other events such as work experience where children visit our campus without their parents
 - Presence of children or vulnerable adults at our entertainment provision or as customers of our commercial outlets
 - On-site nursery (the Loughborough Campus Nursery's Policies and Procedures can be found at <http://www.lsu.co.uk/nursery/policies>)

- Outreach or widening participation activities taking place on or off campus in conjunction with the University, where students are acting as our ambassadors
- Sporting and Coaching activity, eg youth sport residentials, after school or school holiday activities
- Attendance or participation at private functions run commercially by the Union, e.g. performances, award ceremonies, birthday parties
- Children accompanying members of staff to work or presence of children in the building accompanying visitors or customers
- Conferences
- Volunteering activity where projects involve children or vulnerable adults
- Field trips, excursions, volunteering and other social activities involving students who are under 18 years of age at the College, the University and the Union.

1.9 This Policy and Procedure sets out how the Union will deal with safeguarding issues and the type of action that the Union may take to manage matters and provide support. Examples of the type of situations which will result in the Union implementing this Policy and Procedure may include where:

- a child or adult raises an allegation of abuse or harm or other inappropriate behaviour;
- there are suspicions or indicators that a child or adult is being abused or harmed or is at risk of abuse or harm;
- there are observable changes in a child or adult's behaviour or appearance that may indicate abuse or harm or risk thereof;
- a concern is raised that an individual presents a risk of abuse or harm towards a child or adult, e.g. in relation to criminal convictions or downloading or possession of inappropriate images;
- concerns regarding signs or behaviours which may suggest a risk of abuse or risk of harm.

1.10 The Union will take all safeguarding concerns including suspicions and allegations of abuse or harm seriously and will report concerns to the appropriate bodies promptly (see section 6 below).

1.11 The Union has processes in place to check the suitability of staff whose duties and responsibilities involve regular contact or supervision of children. The Union is committed to seeking to ensure that appropriate suitability checks are carried out in relation to staff, including criminal record checks and other checks where appropriate.

1.12 Union staff dealing with students who are children or vulnerable adults will consider what support may be offered to them both from within the Union and externally (for example, directing or referring to local GPs or mental health services). These students will be encouraged to seek support and will be reminded of the services provided by the University through Student Services.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe*

in education – Statutory guidance for schools and colleges”, July 2015 and “Working Together to Safeguard Children”, 2015.

- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;
- The Safeguarding Policy of Loughborough Campus Nursery;
- The Safeguarding Policy of Loughborough University;
- The Safeguarding Policy of Loughborough College.

1.3 This policy applies to all staff (including student staff), volunteers, and visitors to the Union. We recognise that the protection of children and vulnerable adults from harm is everyone’s responsibility. We will ensure that all staff, students and volunteers, and other working partners, are aware of our safeguarding policy by clearly stating it in our handbook and website, displaying appropriate information to staff and by raising awareness at induction and other regular training provided to staff and students.

1.4 *Extended Union activities*

Where services or activities are provided separately by another body, the Union will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the Union on these matters where appropriate.

2 Scope

2.1 For the purposes of this Policy and Procedure the Union defines a **vulnerable adult** as a person aged 18 or over who is, or may be, in need of services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of him or herself, or unable to protect him or herself against significant harm, abuse or exploitation. The focus is on the activities required by the adult and not on the setting in which the activity is received, nor the personal characteristics or circumstances of the adult.

2.2 For the purposes of this Policy and Procedure the Union defines a **child** as a person who is under the age of 18 (“Child”). The fact that a Child has reached 16 years of age, is living independently or is in Further/Higher Education does not change his or her status for the purpose of this Policy and Procedure.

2.3 For the purposes of this Policy and Procedure the term “the Union” is deemed to include the University and Loughborough College. The University, the College and the Union are committed to working together and sharing information in order to safeguard the interests and wellbeing of children and vulnerable adults, e.g. in relation to individuals and activities with student societies and volunteering. The Loughborough Campus Nursery, run by the Union, has its own Early-Years-specific child protection and safeguarding policies and procedures which link and refer to this policy.

2.4 The provisions of this Policy and Procedure include Union activities at the London campus.

3 Roles and Responsibilities

3.1 *General*

All adults working with or on behalf of children (including recruiting and supervising student volunteers who may work with children as part of our student activities) have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the Union.

The names of the current Designated Safeguarding Leads are listed at the start of this document. Their responsibilities include:

- Undertaking relevant training in safeguarding procedures and ensuring that their knowledge is kept up to date as recommended by the local authority;
- Acting as a point of contact for those who have safeguarding concerns, receiving information and recording those concerns;
- Acting upon concerns as appropriate in the circumstances, e.g. by making external referrals to Social Services or Police;
- Monitoring the implementation of this Policy and Procedure.

3.2 *Board of Trustees*

In accordance with the Statutory Guidance "Keeping children safe in education" July 2015, the Board of Trustees will ensure that:

- The Union has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The Union operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Union Director and Head of Nursery other staff involved in the recruitment process have undertaken Safer Recruitment Training;
- There are procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the Union's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role;
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years;
- The Union Director, and all other staff and volunteers who work with children (including early years practitioners within the Nursery), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the Union's arrangements for child protection and their responsibilities. The Local Authority leaflets, "Safer working in Education Settings" and "Education Child Protection" will be used as part of this induction;
- Any deficiencies or weaknesses brought to the attention of the Board of Trustees will be rectified without delay;
- The Chair of the Board of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Union Director, in liaison with the Local Authority Allegations Manager (LADO);
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers. Safeguarding arrangements take into account

the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

3.3 *Principal Safeguarding Officer - Union Director*

The Union Director will act as the Principal Safeguarding Officer (PSO) and will ensure that:

- The policies and procedures adopted by the Board of Trustees are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Leads and other staff to discharge their responsibilities, including taking part in training, recruitment and contributing to the reporting of incidents where necessary;
- Allegations of abuse or concerns that a member of staff (including volunteers) or adult working at the Union may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police;
- Ensuring that provision is made across the organisation for guidance and training for all students and staff whose roles and responsibilities include regular contact with children or potentially vulnerable adults, appropriate for their role, to include induction training, policy and procedures and related guidance and Code of Conduct.

3.4 *Designated Safeguarding Lead*

The responsibilities of the Designated Safeguarding Leads (DSL) are found in Annex B of "Keeping children safe in education" and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004;
- Liaison with the Governing Body (the Board of Trustees in this instance) and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed);
- Act as a source of support, advice and expertise within the Union;
- Ensure each member of staff has access to and understands the Union's safeguarding policy, especially new or part-time staff;
- Ensure all new and existing staff (including student volunteers and ambassadors) have induction and regular training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of "Keeping children safe in education" to all staff (see Appendix 1);
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years;
- Where children leave the Nursery or member institutions, ensure their child protection file (where one exists) is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible;

- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

- 4.1 Where kept, child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Principal Safeguarding Officer.
- 4.2 Child protection records are reviewed regularly by the DSLs/PSO to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.3 When children transfer to other institutions their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school (*or 6th form / FE college*), with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.
- 4.4 The Designated Safeguarding Lead will record any incidents relating to safeguarding concerns and will report them in an anonymised form to the Board of Trustees on an annual basis. This report will be confidential and if any concerns or patterns of abuse emerge these will be dealt with appropriately.

5 Support to children, Union Staff and Volunteers

- 5.1 *Support to children*
The Union recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Where children taking part in any of our activities require this support, the Union will work with the partnership institutions to ensure the appropriate level of support is given.
- 5.2 The Union recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention.
- 5.3 Complaints or concerns raised by children taking part in our activities (or children at our Nursery) will be taken seriously and followed up in accordance with the Union’s code of practice.
- 5.4 *Support to Union Staff and Volunteers*
As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a safeguarding concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding

Lead should seek to arrange the necessary support. Union Staff and Volunteers will be briefed in appropriate conduct with children, vulnerable adults and their conduct where they are in a position of trust (eg supervisor).

6 Dealing with Safeguarding concerns

- 6.1 It is the remit of Social Services and/or the Police and not anyone connected with the Union to investigate safeguarding concerns.
- 6.2 Safeguarding concerns may include concerns regarding a child or an adult's welfare, health or safety, or concerns that the child or adult is being abused or harmed or is at risk of abuse or harm ("safeguarding concerns"). Further detail of the types of abuse or harm that may be experienced is set out at Appendix 5.
- 6.3 If a child or vulnerable adult raises a safeguarding concern, e.g. that they are being abused or harmed, or any individual raises such a concern, the matter should be reported to the Designated Safeguarding Lead without delay, using the referral form in Appendix 6. If in any doubt as to whether a safeguarding concern should be reported, a report should be made to the Designated Safeguarding Lead in any event.
- 6.4 If a student of the Union becomes aware of a child or vulnerable adult safeguarding issue whilst on placement or work-based learning or in a volunteer setting, then the student should normally report any concern in the first instance to the Designated Safeguarding Lead of the placement or work-based learning or volunteering provider. The Union will ensure that any volunteering partner has sufficient policy in place before accepting a volunteering opportunity on behalf of students.
- 6.5 If the Designated Safeguarding Lead considers that the child or adult who is vulnerable is being abused or harmed or at risk of abuse or harm, s/he may make a referral to social services or the police as appropriate.
- 6.6 If the Designated Safeguarding Lead is not available, or the safeguarding concern involves a concern against them, then the member of staff to be contacted is the Union Director.
- 6.7 If any student or member of staff other than the Designated Safeguarding Lead makes a referral to Social Services or the Police, then they must notify the Designated Safeguarding Lead that a referral has been made as soon as reasonably practicable. The student or member of staff should not wait for the Designated Safeguarding Lead to be present to make the referral if the child is at immediate risk of harm.
- 6.8 The Designated Safeguarding Lead will consult with an identified contact at Social Services or the Social Services Emergency Duty Team to determine whether the allegation warrants further investigation.
- 6.9 The Union may liaise with the local safeguarding board as appropriate.
- 6.10 If a matter arises where a Union member is considered to pose a safeguarding risk, as above the Union will not investigate allegations of abuse but will report them to Social Services. An appropriate risk assessment will be carried out on the advice of the safeguarding authorities and in conjunction with the relevant institution.

7 Other Relevant Policies

- 7.1 The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements, refers to and supports a range of other policies, for instance:
- The Safeguarding Policy and other policies of Loughborough Campus Nursery
 - The Safeguarding Policy and other policies of Loughborough University, including the University's discipline procedure
 - The Safeguarding Policy and other policies of Loughborough College
 - The Safeguarding Policies of partnership organisations
 - The Union's Code of Conduct on working with children and vulnerable adults
 - Racist incidents policy
 - Risk Assessments associated with trips and student activities such as volunteering
 - Trips and visits
 - Work experience and extended work placements
 - First aid and the administration of medicines
 - Health and Safety
 - Equality and Diversity
 - e-safety
 - The Prevent Duty (Radicalisation and Extremism)
 - The guidance on Female Genital Mutilation and forced marriage.
 - The Licensing Act 2006 (in particular the objective *Prevention of Children from Harm*).
 - The Safer Working Practice Guidance.

The above list is not exhaustive but when undertaking development or planning of any kind the Union will consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff (including volunteers)

- 8.1 The Union's safer recruitment processes, in particular for the Nursery staff, follow the Statutory Guidance: *Keeping children safe in education July 2015, Part Three: Safer recruitment*.
- 8.2 Enhanced Disclosure & Barring Service (DBS) checks will be undertaken for any member of staff or volunteer who will have regular contact with children or vulnerable adults. The Union is under an obligation to notify the DBS if it decides to terminate a student's involvement in activities that involve children or vulnerable adults, as a result of suspected abuse or harm or risk of abuse or harm, in conjunction with the institution concerned and its policies. A report will also be made if such action would have been taken if the student had not voluntarily ceased to follow the programme and/or participate in the activity. The report will be made by one of the Designated Safeguarding Leads. If the DSL is not available then the member of staff to be contacted is the Union Director.
- 8.3 The Union will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.4 The Union has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers

receive a safeguarding induction and are briefed on the code of conduct for adults working with children.

- 8.5 In line with statutory requirements, every interview panel for Nursery staff will have at least one member (DSL/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.
- 8.6 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

APPENDIX 1

Induction Training

Keeping Children Safe in Education Part 1:



005 - KCSIE_Part_1
only July_2015.pdf

Safeguarding Induction Document:



001 - Safeguarding
in Education Inducti

APPENDIX 2

Code of Conduct

Designated person: For each of LSU's activities involving those covered by this policy a designated person will be assigned as LSU's representative in Safeguarding issues. This will normally be the Section Head or manager of the department running the activity. This person will act *in loco parentis*.

Code of Good Practice for Staff and Volunteers – Conduct with children

1. Staff and volunteers must never be alone with children. Meetings with individual children should be avoided or take place within sight of others. If privacy is needed, other staff or volunteers should be made aware of the meeting and the door to the room left open. Journeys in vehicles must be with at least two staff/volunteers.
2. Staff will respect children's rights to privacy and encourage children and adults to feel comfortable enough to report inappropriate attitudes or behaviours. These reports must be taken seriously. Allegations from children should be reported to the designated person, who is obliged to investigate.
3. Staff and volunteers should not meet children outside of organised activities, unless it is with the full knowledge and consent of parents/guardians and the LSU officer in charge.
4. Staff and volunteers should avoid unnecessary physical contact with children. Where physical contact cannot be avoided, such as physical support in sports or in times of distress, it should be kept to a minimum and only take place with the consent of the child.
5. Camera phones must not be used. Photographs should be taken ONLY using the cameras supplied by the project staff for the event. Permission for images to be taken must be obtained in advance from the parents or guardians.
6. Mobile phones should not be used to keep in contact with children or their parents/guardians except through official channels. In particular, staff and volunteers MUST NOT use social media or texting to contact children. Staff and volunteers should note that grooming (contact of more than two texts or social media messages, either of which implies or states a romantic relationship or is of a sexually suggestive nature) is a CRIMINAL OFFENCE. The possession of

sexually suggestive images of children or the viewing of such is also a criminal offence.

7. Incidents of bullying between children involved in LSU activities must be taken seriously. Report incidents to the designated person, who will attempt to mediate the situation. Where a situation cannot be resolved through mediation, the children in question may be removed from the project after consultation with the parent/guardian.
8. Whenever staff or volunteers are concerned that a child might be suffering or has suffered abuse or neglect, for the child's protection they must pass the information to the designated person. It will be that person's duty to gather enough information to contact the duty officer of the Child Protection Unit. The duty officer of the CPU has the authority to investigate and evaluate the information and advise other agencies as deemed necessary.
9. Should any member of staff or volunteer have any concerns about another member of staff or volunteer with regard to abuse or neglect they must report it to the designated person immediately to enable prompt action to be taken. Any concerns about the designated person with regard to abuse or neglect should be reported immediately to the Designated Safeguarding Leads at the Union, the Principal Safeguarding Officer, or directly to the Child Protection Unit.

Code of Good Practice for Staff and Volunteers – Personal Conduct

1. Staff and volunteers will refrain from alcohol or other impairing drug consumption for 12 hours before assuming responsibility for any children, and will refrain from consumption whilst responsible for any children.
2. Staff and volunteers will refrain from entering into personal relationships with children. If a member of staff or volunteer finds they are the subject of inappropriate affection or attention from a child (eg an infatuation or 'crush'), they will make others aware of this and not encourage the child.
3. Staff and volunteers will be expected to act with discretion with regards to their personal relationships and not expose children to inappropriate behaviour.
4. Staff and volunteers should never, even in fun:
 - a. Initiate or engage in sexually provocative conversations or activity
 - b. Allow the use of inappropriate language or behaviour go without challenge
 - c. Do things of a personal nature for children that they can do themselves
 - d. Show favouritism to any one child
 - e. Issue or threaten any form of physical punishment.
5. Staff and volunteers should not allow any allegations made by a child to go without being reported and addressed, nor must they trivialise or exaggerate child abuse issues, or make promises to keep any disclosure confidential from relevant authorities.
6. Staff and volunteers will not start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. Just the facts should be recorded IN WRITING, DATED AND SIGNED and reported to the Designated Safeguarding Lead.
7. Where members of Union staff or volunteers are in a position of trust (eg supervising others) they must take extra care to ensure the appropriateness of their interpersonal relationships.

For more guidance, see this document on Safer Working Practice:



002 - Safer Working
Practice 2015 Full G

APPENDIX 3

Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child

Contents

A	General
B	Individual Staff/Volunteers/Other Adults - main procedural steps
C	Designated Safeguarding Lead – main procedural steps

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the PSO must be informed.
- 4) If the allegation is about the PSO, the information should normally be passed to the Chair of the Board of Trustees or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving Nursery or the Union, take advice from the First Response Professionals Consultation line (for instance about difficulties if the session/activity has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 4

Process for dealing with allegations against staff (including the Principal Safeguarding Officer / Union Director and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" July 2015 (part 4: Allegations of abuse made against teachers and other staff)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the DSL or PSO.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the PSO or DSL, report immediately to the Chair of the Board of Trustees. Pass on the written record. (If there is difficulty reporting to the Chair of the Board of Trustees, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

2) Principal Safeguarding Officer / Union Director

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or NCTL, depending on the outcome.

APPENDIX 5

Types of abuse or harm that may be experienced by a child or vulnerable adult.

Abuse is a violation of an individual's human and civil rights by any other person or persons and may result in significant harm to, or exploitation of, the person subjected to the abuse.

The following list is an example of the types of abuse or harm children or vulnerable adults may encounter (this list is not exhaustive):

- Physical abuse or violence, including hitting, shaking, throwing, slapping, pushing, kicking, poisoning or the giving or supply of illegal drugs, misuse of medication, burning, scalding, drowning, suffocating, restraint or otherwise causing physical harm, making someone purposefully uncomfortable, misuse of medication, forcible feeding or withholding food, involuntary isolation or confinement, or inappropriate sanctions.
- Domestic violence or abuse.
- Organisational or institutional abuse.
- Sexual abuse, rape and sexual assault or sexual acts to which the child or adult has not consented, or could not consent or was pressured into consenting; the activities may be physical or non-physical for example involving children or adults in looking at, or in the production of, sexual images. This includes grooming, which can occur when a child is drawn into a sexual relationship with an adult and the adult shrouds the relationship in secrecy.
- Psychological abuse, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
- Financial or material abuse, including theft, fraud, exploitation, or the misuse or misappropriation of property, possessions or benefits.
- Physical or emotional neglect and acts of omission, including ignoring medical or physical care needs, failure to protect a child or adult from physical or emotional danger or to ensure adequate supervision, failure to provide access to social care health, or educational services, the withholding of necessities such as medication, adequate nutrition and heating, and benefits, self-neglect.
- Discriminatory abuse, including racist, sexist, ageist abuse based on a person's disability, and other forms of harassment, slurs or similar treatment.
- Internet/electronic abuse, the use of modern communication technologies (e.g. internet, text or video messaging, e-mail, chatrooms, social media networking sites) to embarrass, humiliate, threaten, intimidate or bully an individual in an attempt to gain power and control over them.
- Modern slavery.

NB There is specific guidance on relationships between children aged 13-18 available from the [LSCB](#). Children under the age of 13 are considered of insufficient age to give consent to this type of sexual activity.

It is important to note that abuse can:

- Consist of a single act or repeated acts;
- Be intentional or unintentional or result from a lack of knowledge;
- Be an act of neglect, an omission or a failure to act;

- Cause harm temporarily or over a period of time;
- Occur in any relationship;
- Be perpetrated by anyone, individually or as part of a group or organisation;
- Often constitute a crime, i.e. physical, sexual abuse, e.g. downloading or using pornographic images of children and/or storing them on University computers or equipment.

The following may indicate that abuse is taking place (this list is not exhaustive):

- Unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally;
- An injury for which the child, adult's or carer's explanation appears inconsistent;
- The child or adult describes an abusive act or situation;
- Unexplained changes in behaviour;
- The display of inappropriate behaviour (sexual or otherwise);
- Apparent mistrust of others;
- The child or adult appears increasingly unkempt or otherwise self-neglects.

Source: KCSIE in Education 2015, which has further resources on abuse.

For a detailed list of signs of abuse in vulnerable adults, see the following resource from SCIE:



Adult Safeguarding
- Types of Abuse SCI

APPENDIX 6

Form for initial recording of a safeguarding concern.

Name of child/vulnerable adult:

Date of birth (of child):

Gender:

If a child tells you about abuse:

- Treat it seriously, reassure the child.
- ***Do not promise confidentiality, as you will have to pass the information on.***
- Write the child's own words as far as possible – do not ask leading questions; ask '*what happened?*' and listen to the child, do not investigate, interrogate or question the child – the authorities must do this.
- Do not contact the parents of the child.
- Give this report to the DSL within 30 minutes.

The child's/vulnerable adult's account (ask '*what happened?*' '*what do you want to tell me?*');

Time, location, date or other relevant information:

Description of any visible bruising or other injuries (DO NOT take photographs of these injuries):

Any other observations/information:

Action taken:

You must give this completed form to the DSL within 30 minutes of completion. DO NOT keep your own copy of this form – it must be kept confidential AT ALL TIMES.

Signed:

Name (print):

Position:

Date and time:

APPENDIX 7

Specific policy on key risks associated with Societies and other student activities involving under-18s and where students take leading roles with responsibility for those taking part in their activity or who are under their care

The Union acknowledges that there are specific activities where under-18s may be at risk from harm, and activities where students take leading roles where they are effectively 'in charge' of other students or young people, and that these need to be monitored especially closely. For example:

- An under-18 taking part in Society activities outside the main remit of Union activity – eg a child attending a circus skills rehearsal session for Fever
- An under-18 taking part in a residential activity which is not under the remit of a partnership charity – eg a child attending a camping weekend organised by ScoGui
- An under-18 attending a coaching session organized by an AU club which is not under the remit of the Sports Development Centre – eg a child attending a practice session organised by the Football Club
- Any relationship where there is a power dynamic in place, eg a bar supervisor supervising other students or young people

In these instances the Code of Conduct is particularly important, particularly the section on taking care not to form inappropriate relationships with children (eg intimate care, informal counselling or confiding, accompanying a child alone to and from the activity, social contact including texting and social media contact etc).

Parental consent **MUST** be sought **BEFORE** a child can take part in any Union activity, whether formal or informal, and where possible children should be accompanied by their parent or guardian.

This policy forms part of the LSU Safeguarding Policy.

Safeguarding and Child Protection Policy

Our nursery will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in whatever format. We are committed to building a culture of safety in which all children are protected from abuse and harm. We recognise working with babies and infants, we have a responsibility to hear and act on the child's voice and act as an advocate. To this end we will:

- always listen to children according to their ages and stages of development, protecting them from maltreatment
- ensure children's good health and development
- create an environment to encourage children to develop a positive self-image
- work to enable children to have optimum life chances and to enter adulthood successfully
- encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- provide a safe and secure environment for all children.

We recognise our responsibility under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote children's welfare. Through the day to day contact with children and direct work with families, practitioners at the nursery have a crucial role to play in noticing indicators of possible abuse and neglect and responsibility to refer concerns to the relevant contact within the LSU, and Children's Social Care provision, Ofsted and the police.

Our prime responsibility is the welfare and well being of all children in our care. As such we believe we have a duty to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention. Practitioners work as part of a multi-agency team where needed in the best interests of the child and need to be competent and capable to do so.

All staff must be familiar with their own role and responsibilities to act swiftly upon any suspicions or concerns they may have about any child or member of staff in a committed, confident and competent manner.

This policy has been developed to ensure that all staff providing a service for children and families are able to respond to concerns in line with LSU, local and national agendas.

Context

In developing this policy due regard has been given to the following legal framework and guidelines:

- The Children's Act 1989 and 2004
- Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children March 2010
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- LSCB Policy and Procedure
<http://lrsb.org.uk/>
- Statutory Framework for the Early Years Foundation Stage
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488745/EYFS_handbook_2016_-_FINAL.pdf

The Board of Trustees is accountable for the governance of LSU and have overall responsibility for Safeguarding.

The Principal Safeguarding Officer Mr Trevor Page provides a Strategic Lead across LSU to ensure plans and targets for safeguarding are embedded at a strategic level.

The Designated Safeguarding Leads for child protection are Mrs Louisa Todd (Head of Corporate Management) and Mrs Caroline Farley (Head of Nursery) who are responsible for responding appropriately to decisions on immediate safety issues and risk assessments in relation to staff/children.

Principles

This policy is underpinned by four main principles: prevention, procedure, supporting vulnerable children and ensuring suitable people work with children.

Prevention

- Safeguarding children is paramount. We ensure all staff and parents are made aware of our safeguarding policies and procedures at induction, through the website and information on display in the setting.
- We promote child centred practise which places the welfare of the child at the centre of all we do and is essential in creating a whole setting protective ethos.
- Ensure each child is assigned a key person who is responsible for supporting and monitoring individual children's well being.
- Establish and maintain strong partnerships between the practitioner and families to be able to provide support and advice and identify any concerns.
- Prevent the use of personal mobile devices within the nursery which have the potential to be used inappropriately.

Procedures

- Establish robust procedures for the identifying and reporting cases and suspected cases of abuse and managing disclosures.
- Ensure staff understand their role and responsibilities to multi-agency and internal policy and procedure., including how to report concerns of abuse of children or adults using appropriate systems including understanding of consent, information sharing and confidentiality and how to use the whistle blowing procedures.
- A robust procedure for electronic devices and digital images.

Supporting vulnerable children

Safeguarding children is everyone's business. It is vital that practitioners who work or have a period of intense but regular contact with children and young people, or who may be in a position to identify concerns and be expected to contribute to the assessment of the child's developmental needs, or the adult's parenting capacity, have the necessary knowledge and skills to do so. Practitioners must be able to:

- Identifying the difference between what is meant by safeguarding and child protection as defined by Working Together 2010.
- Recognising types of abuse and recognising some of the signs and indicators for each category of abuse which also includes signs and indicators on Child Sexual Exploitation, risks around the use of technology, and Domestic Abuse.
- Identifying factors that increase children's vulnerability, for example: disability, age, looked after status etc.
- Ability to maintain a child focus including supporting the 'Voice of the Child' being recognised and represented.

The Designated Safeguarding Leads must have the necessary knowledge, skills and expertise to be able to seek and take advice from a child protection specialist when managing complex cases from the local Social Care Team.

We must ensure that children's attendance is monitored regularly, and where the reason for a child's absence is not known ensure this is followed up, in particular where a child is absent due to an extended holiday, or does not return from an extended holiday.

We are committed to working to prevent violent extremism. If concerns are raised regarding radicalisation of children or families, advice will be sought in line with the government's Prevent Duty.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Ensuring Suitable People work with children

We ensure that suitable people work with children by having effective safer recruitment systems in place to ensure that practitioners and any other person who is likely to have regular contact with children (including those working or volunteering on the premises) are safe to do so, in the following ways:

- Robust recruitment and selection procedure with measures that help deter, reject and identify people who might abuse children, or who are otherwise unsuited to work with children.
- Staff induction provides essential safeguarding information and staff are issued with a copy of the safeguarding policy, procedure and best practise, and complete an online safeguarding learning module.
- We maintain a culture of vigilance by undertaking an enhanced DBS check for all staff who work directly and or have unsupervised contact with children. This includes support staff who regularly undertake duties on the premises from other LSU departments. Staff and volunteers whose suitability has not been checked, including a criminal records check, do not have unsupervised contact with children being cared for.
- We contribute to the induction of Action student volunteers to raise awareness of safeguarding best practise, policy and procedure.
- At return to work interview, staff appraisals and supervisions staff are given the opportunity to disclose any convictions, cautions, court orders, reprimand and warning that they or persons who they reside or associate with which may have arisen and affect their suitability to work with children.
- A robust procedure is in place in the event of an allegation against a member of staff including in the event of a disqualification of a person employed by LSU.
- Implement of the Leicestershire Safeguarding Competency Framework to support practitioners and the setting to undertake their safeguarding roles and responsibilities in a committed, confident and competent manner.
- A training strategy which has a flexible approach and acknowledges different types of learning and development and ensures practitioners gain valid learning experiences.
- Ensure training is updated every two years or more frequently in accordance with best practise.

**Manager's
signature**

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May 2019

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