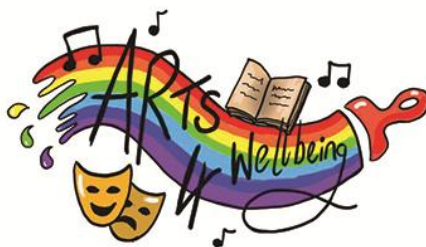


Safeguarding Children and Young People Policy and Information

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 leaders 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 wellbeing this is mandatory for all staff and volunteers to attend.
- It is a minimum standard that at least one member of staff involved in selecting staff and volunteers will have verified "Safer Recruitment" training.



Designated Safeguarding Officers

Name	Role	Email	Telephone
Raylee Harrison	Manager		0191 4544004
Gemma Oman	Studio Coordinator		0191 4544004
Joanne Elliott	Lead Tutor		01914544004

Safeguarding Policy

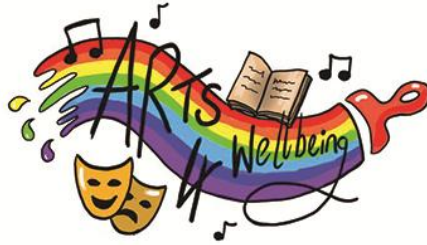
Mission Statement

Arts 4 Wellbeing offer work experience placement to children and young people from our local schools and colleges.

The following policy and guidelines were formulated by the 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 2015
- Keeping Children Safe in Education 2016
- Care Act 2014

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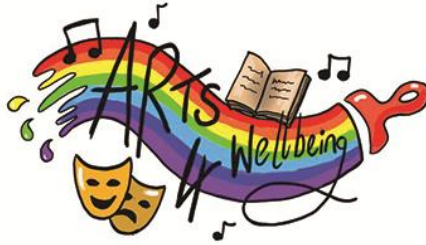
1. Purpose
2. Principles
3. Framework
4. Roles and Responsibilities
5. Practice
6. Professional Confidentiality
7. Records and Monitoring
8. Supporting Children and Young People at Risk
9. Safe School, Safe College, Safe Staff
10. Allegations against Staff

1. Purpose

- 1.1 An effective 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 Arts 4 Wellbeing fully recognises the contribution it can make to protect and support children and young people.
- 2.2 Arts 4 Wellbeing 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. Arts 4 Wellbeing have 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 teaching and training atmosphere, 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 staff and to children and young people who may have been abused.

3. Framework

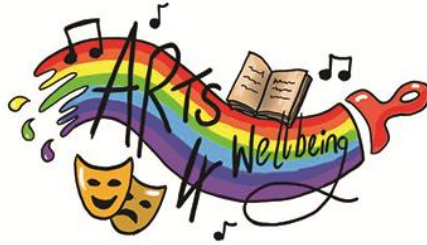
- 3.1 It is important for children and young people to possess high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult and this helps prevention.

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 centre who they can approach if they are worried or are in difficulty
- 3.4 Include in our delivery, 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 Manager.
- 3.5 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

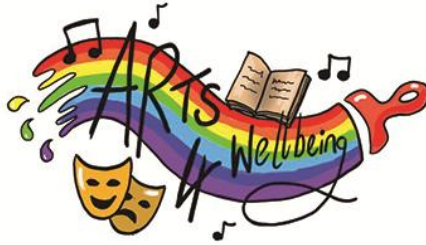
- 4.1 All adults working with or on behalf of children and young people have a responsibility to protect them. There are, however, key people within schools and the local education authority who have specific responsibilities under safeguarding law.



- 4.2 It is the role of the Manager to ensure the South Tyneside Area 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 and volunteers within the provision are aware of the AutismAble's internal procedures, to advise staff and to offer support to those requiring this. It is mandatory that all staff and volunteers including agency staff, attend training on an annual basis and attend any updated training when necessary.
- 4.3 The roles and responsibilities of the Board are to ensure that the training providers have an effective policy, together with a code of conduct, that the local safeguarding procedures are complied with, and to support the provision 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 Manager to ensure all staff are made aware of the policy on safeguarding and that they have attended all training.
- 4.6 The Manager 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.

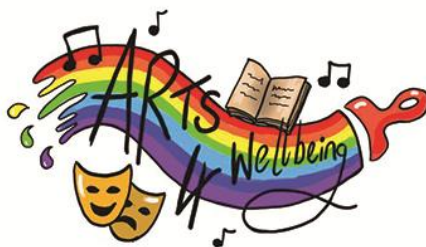
5. Practice

- 5.1 All staff have a basic awareness of the signs of physical, emotional and sexual abuse and neglect. They also have awareness of CSE, FGM and radicalisation.
- 5.2 The Designated Persons for each site have responsibility for coordinating action within the provision and liaising with other agencies including the South



Tyneside Safeguarding Children Board (LSCB) Staff are required to report any concerns or suspicions to the Designated Person.

- 5.3 If abuse is suspected the Designated Person, or Manager 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.
- 5.4 Arts 4 Wellbeing will share relevant information about the protection of children and young people with other professionals within the appropriate professional contexts.
- 5.5 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.
- 5.6 Reports for safeguarding conferences will be objective and based on evidence.
- 5.7 It is mandatory that all teachers, and assistants will attend induction training concerning safeguarding.
- 5.8 AutismAble will ensure that the Designated Persons responsible for safeguarding will receive appropriate training and updates from recognised training agencies. All staff receive annual updates. All designated persons receive training every two years.
- 5.9 Arts 4 Wellbeing will monitor children and young people whose names are on the safeguarding register in line with what has been agreed in the safeguarding plan.
- 5.10 Safeguarding records are confidential and will be kept securely locked.
- 5.11 Any allegation against a member of staff will be reported to the Manager who will follow the guidelines set out in 'Protecting children from abuse 10/95'.
- 5.12 If an allegation concerns the Manager, then the Board Member of Education at Arts 4 Wellbeing will be informed and will be responsible for following procedures.
- 5.13 If an allegation concerns the Board Member of Education, then the Chair of Trustees will be responsible for following procedures.



- 5.14 Other adults in school rarely work unsupervised, however should there be a need for this, for example, visiting peripatetic teachers, the Manager 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

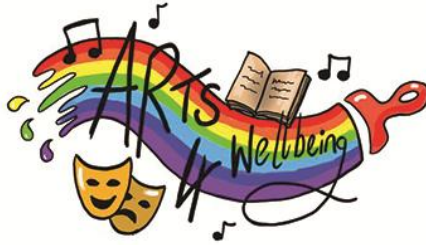
- 6.1 Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children and young people, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. However, a member of staff must never guarantee 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. Arts 4 Wellbeing are clear about the need to record any concerns about a child or children and young people within our provision, 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.
- 7.3 If a child transfers from the provision, these files will be forwarded to the child's new provision marked confidential and for the attention of the receiving providers safeguarding named person. When a child leaves school (usually

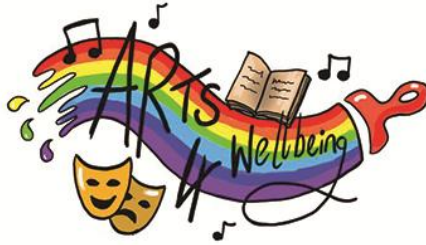


at age 18 years) a transfer to Adults Social Services will take place, and relevant information shared with appropriate personnel.

- 7.4 If a child or young person dies whilst on the register of AutismAble, these files will be appropriately disposed of.

8. Supporting Children and Young People at Risk

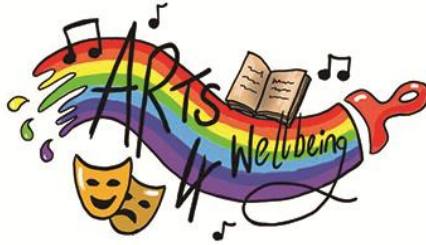
- 8.1 Arts 4 Wellbeing recognises that children and young people who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in the positive way. Arts 4 Wellbeing may be the only stable, secure and predictable element in the lives of children and young people at risk. Whilst at AutismAble, 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. AutismAble is aware that peer/peer abuse is also something that may occur.
- 8.3 Arts 4 Wellbeing will endeavour to support children and young people through:
- 8.3.1 A curriculum that encourages self-esteem and self-motivation.
 - 8.3.2 Arts 4 Wellbeing 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 Arts 4 Wellbeing Behaviour Management Policy
 - 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 training provider 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 Child Protection should be considered alongside other related policies in school, for example, PSHE, Sex education, Behaviour.
- 8.5 The school 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, 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.
- 9.3 Staff must adhere to the guidance provided in the audit of physical contact with children and young people.
- 9.4 Arts 4 Wellbeing staff are informed about counselling and/or giving advice to children and young people/young people about sexual matters.
- 9.5 Arts 4 Wellbeing 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, AutismAble 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.

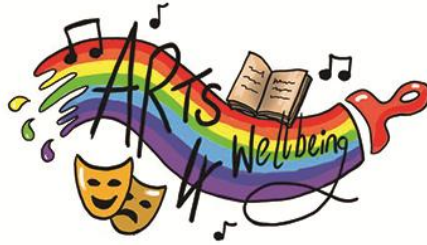
- 9.6 All staff are required to complete a Disclosure and Barring Service Check (DBS), which has replaced the police records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children and young people during the application process. 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 disciplinary procedures. The decision to suspend a member of staff, or otherwise, would be taken by the Education, in liaison with the Board Member of Education, with due regard to the nature of the allegation and the subsequent investigation. Involvement of the police and/or dismissal from Arts 4 Wellbeing would follow the policy and procedures in light of the outcomes of the investigation.

11. Allegations against Staff

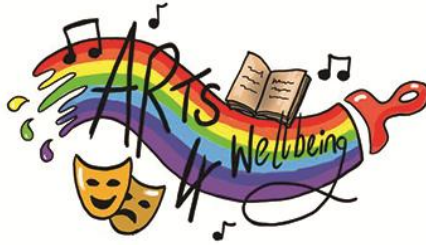
12. When dealing with situations where members of staff face allegations of physical and/or sexual abuse, it is imperative that everyone maintains an open and inquiring mind. An over-hasty or ill-judged decision to suspend a member of staff can have a substantial detrimental effect on their career and 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 Manager, 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 Manager, or designated person. This information would be recorded on Safeguarding Log.
- 10.6 The Manager should initiate an urgent initial assessment of whether or not there is substance to the allegation. The Manager 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 Manager should obtain details in writing signed and dated by the person or persons making the allegation.
- 10.8 Where the Manager 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 AutismAble, inform the child / young person or children / young people or parents, the staff member and chair of Board.
- 10.9 The police may wish to interview the member of staff before any approach is made by the Manager and should be given every assistance.
- 10.10 The Manager should not automatically suspend and should consult with the Board Member of Education 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 sufficient 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 Manager should decide whether to tell other staff colleagues and whether to make a statement to parents.

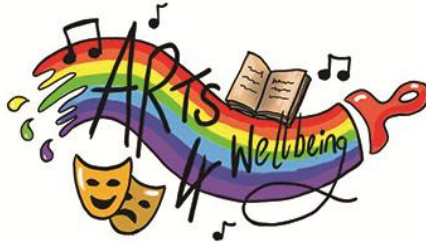
10.16 There are three possible routes for investigation: the police, Local safeguarding and professional disciplinary procedures.

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 AutismAble's disciplinary procedures.

10.20 Where it is decided no further action is necessary, a suspension should be lifted immediately, and the Manager should meet the member of staff to discuss his/her return to work. Other than in the event of dismissal the



Manager 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.

Mission Statement

Arts 4 Wellbeing exists to offer quality education, to children and young people with learning difficulties and disabilities.

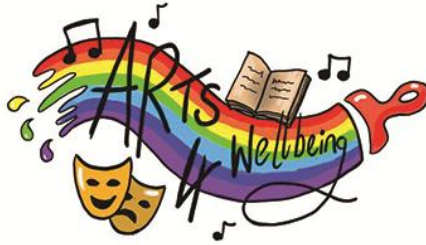
Guidelines of Safeguarding Procedures at Arts 4 Wellbeing

- 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 listed at the beginning of the policy with contact details.
- Their responsibility is for overseeing and co-ordinating safeguarding within the provision 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 Arts 4 Wellbeing Safeguarding Policy which can be found in the main office.

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

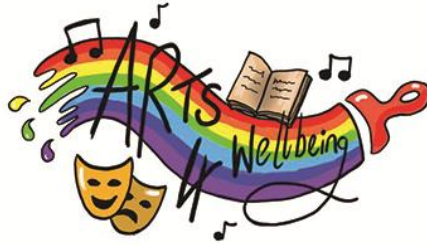
- You cannot promise to keep the disclosure a secret
- False allegations of sexual abuse are rare
- It is inappropriate to inquire into details of the abuse. This should be left to an interviewer skilled in asking such questions. Ask a child/young person to repeat statements, do not ask questions.
- 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 delivery 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.

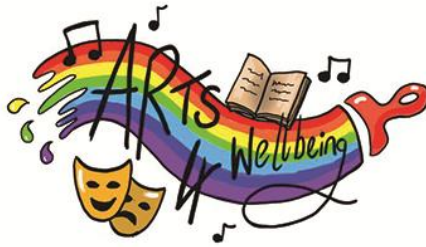
Responding to disclosure



- Listen carefully to what the child/young person is saying
- Take seriously what 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

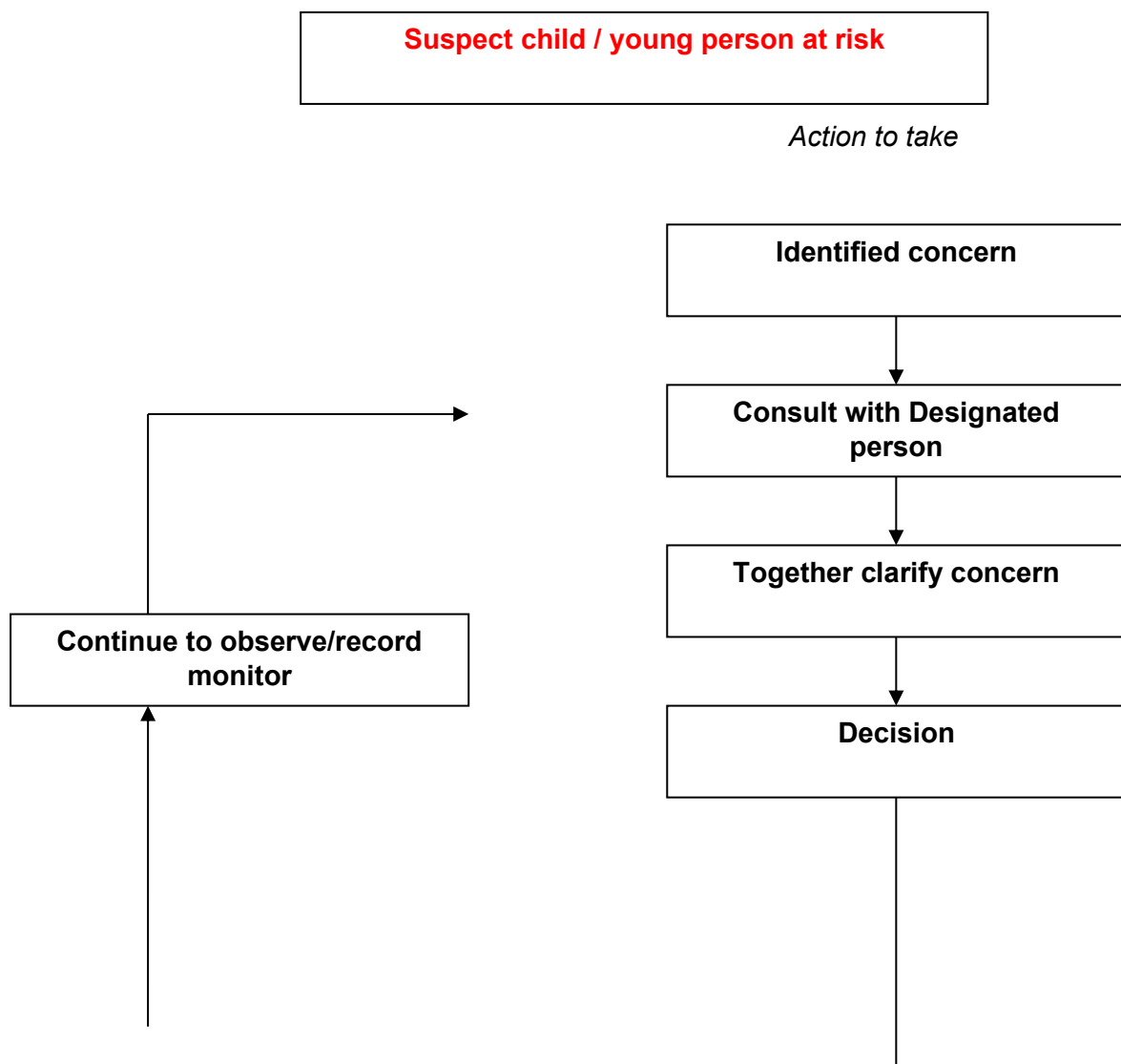
Important points to remember

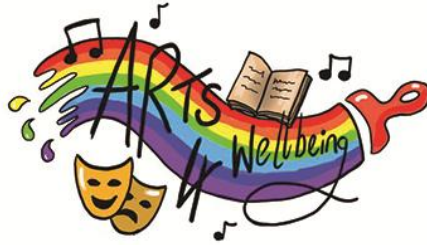
- Try not to display any signs of shock or disapproval when the child/young person is making a disclosure
- The child/young person may not regard the experience as either bad or painful, they may not feel guilty or angry
- Be aware of your own feelings which may be different from those of the child/young 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:

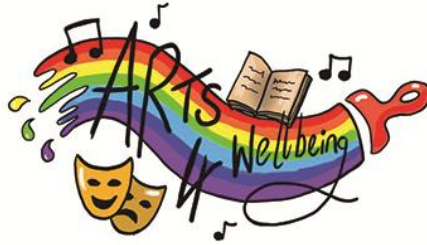




Designated Person to make a referral to relevant Children's Services Departments and to South Tyneside Council Safeguarding and procedure, followed by written referral

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence



- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

In addition to this all staff are Arts 4 Wellbeing need to be aware of other factors that may impact on a child/young person's wellbeing. These include:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- emotional well-being online safety¹ and associated issues

The Nature of Abuse

The main forms of abuse are: -

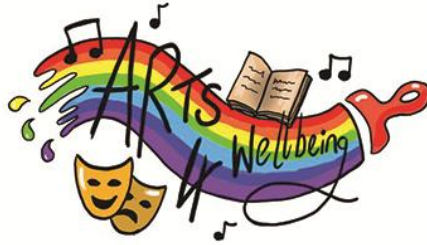
Physical abuse

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

¹ The term 'online safety' reflects a widening range of issues associated with technology and a user's access to content, contact with others and behavioural issues.



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 and CSE

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

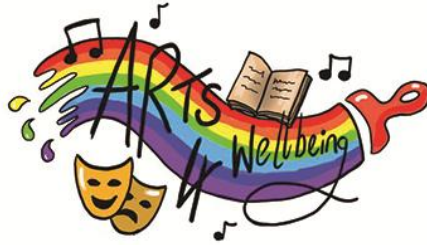
Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person 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 staff within Arts 4 Wellbeing are fully committed to safeguarding and promoting the welfare of all its pupils. As a education provider 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.

Arts 4 Wellbeing 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.

Arts 4 Wellbeing will seek to support community cohesion (Education Act 2006) and our provision 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.

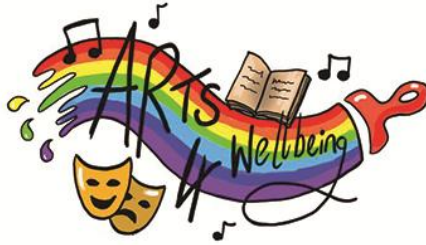
Staff within Arts 4 Wellbeing can access further information through senior staff or the DfE.

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

Forced Marriage



At Arts 4 Wellbeing 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 Arts 4 Wellbeing 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 provisions 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 Arts 4 Wellbeing if staff have any concerns about girls at risk of FGM they should refer to Designated Safeguarding Officers. Any known case of FGM must be reported, this is a mandatory requirement.

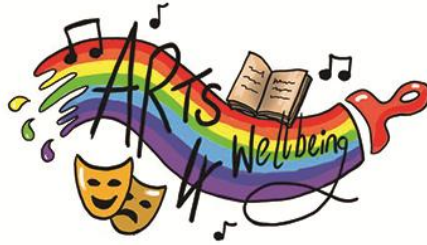
Ritualistic Abuse

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

At Arts 4 Wellbeing if staff have any concerns regarding children within our education community they should refer these to a senior member of staff, Designated Child Safeguarding Officer.

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 Arts 4 Wellbeing could be vulnerable to trafficking and any suspicions of this type of abuse should be brought to the attention of senior staff, Designated Child Safeguarding Officers.

Safeguarding Statement and Safe Working Practice

Mission Statement

Protection from abuse is an integral part of the AutismAble'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.

Arts 4 Wellbeing 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 Board who provide leadership in the implementation of regulation relating to Safeguarding in all aspects of our activities.

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.

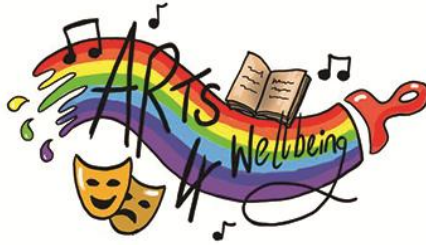
Values, principles and beliefs

- 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’

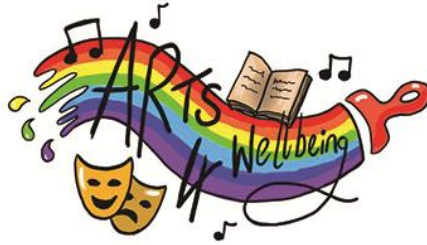
People with learning disabilities, mental health problems, older people and disabled people may fall within this definition.

Safe working practice

All adults working at Arts 4 Wellbeing have a contracted duty of care to safeguard and promote the welfare of the people in their care. Arts 4 Wellbeing 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 Arts 4 Wellbeing’s Safeguarding statement and safe working practice.



Purpose of the guidance

It is important that all adults at Arts 4 Wellbeing understand the nature of their work and the responsibilities associated with it place them in a position of trust. This guidance aims to:

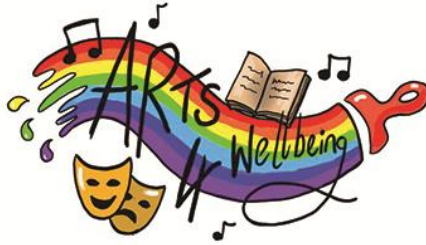
- Keep children and vulnerable adults safe by clarifying which behaviours constitute safe practice and which should be avoided
- Assist Arts 4 Wellbeing employees to work safely and responsibly and to monitor their own standards
- Set clear expectations of behaviour and codes of practice
- Give a clear 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 Arts 4 Wellbeing 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 Arts 4 Wellbeing.

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 AutismAble's Data Protection Policy and is appropriately secured

Positions of trust

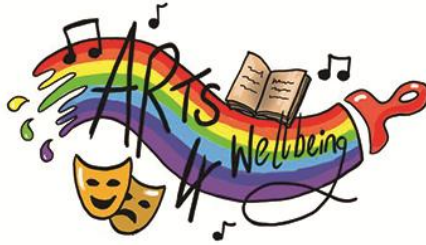
As a result of the knowledge, position and authority of their role, all adults working with children and vulnerable adults are in a position of trust in relation to the people in their care. A relationship between a member of staff and a child or vulnerable adult cannot be a relationship between equals. 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. Arts 4 Wellbeing recognises the value and benefits of having staff and others representing the organisation 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 Arts 4 Wellbeing if any or all of the costs of attending or time for attending has been provided through Arts 4 Wellbeing.

Representing Arts 4 Wellbeing 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 AutismAble's expenses claims process.

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 Arts 4 Wellbeing
- Failing to maintain the high standards of behaviour expected

Failure to represent Arts 4 Wellbeing positively may result in the termination of the privilege of representation or disciplinary action. Bringing 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.

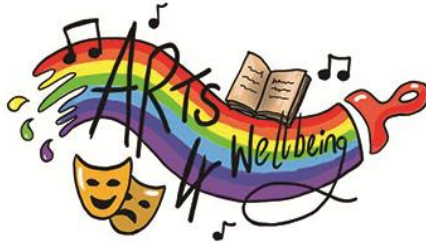
The professional bodies of any staff will also have a code of professional conduct that must be respected and considered at all times.

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.

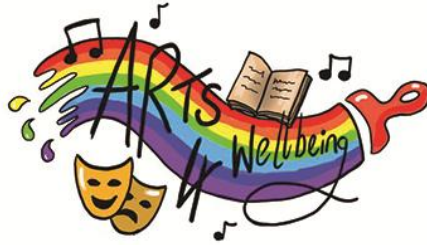
Physical contact

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 Arts 4 Wellbeing, 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 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.

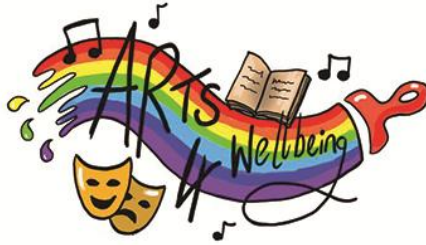
One to one situations

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.

Students / Work experience

We will ensure that people who use Arts 4 Wellbeing 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 Arts 4 Wellbeing 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.

Relationships and Sexuality Policy

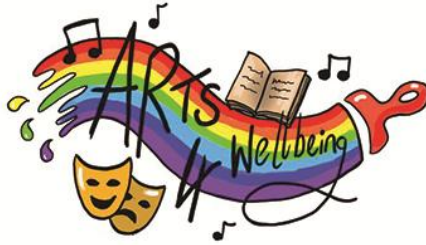
Aims:

- To educate students about Personal, Social, Health and Citizenship issues through the Arts 4 Wellbeing 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

Arts 4 Wellbeing 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 Arts 4 Wellbeing 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

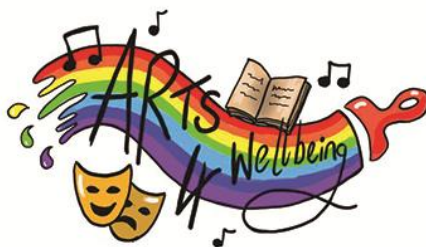
Procedures on relationships and sexuality

1. Personal, Social, Health and Citizenship Education

- 1.1. As Training Provider Arts 4 Wellbeing 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. Arts 4 Wellbeing structure includes a range of professional staff who can support students.
- 1.4. Teaching 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 Arts 4 Wellbeing 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 trick², bribe³ or threaten⁴ 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. Arts 4 Wellbeing is clear that the relationship between staff and students must be of the highest professional standards in line with Arts 4 Wellbeing code of conduct policy.

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.

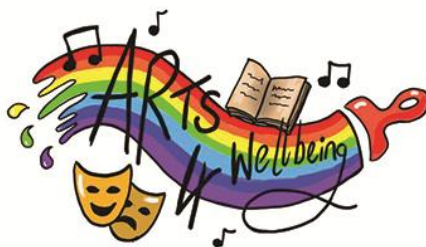
3.5. All staff have a duty to report any inappropriate behaviour between students and members of staff. This should be reported under the Safeguarding procedure to the designated member of staff.

4. Relationships between students

² 'tricks' or deception could include telling lies such as "all your friends do this" or "you will get ill if you don't"

³ Bribes could include giving gifts or money, or promising presents or marriage to the victim

⁴ Threats could include "I'll tell your parents" or "I'll hurt your friend"



4.1. Many students at Arts 4 Wellbeing, 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.

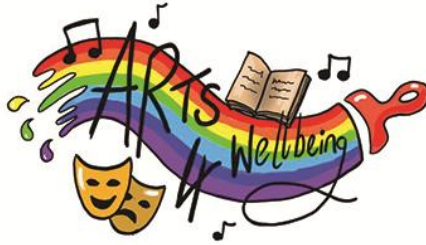
4.1.3. Stage 3: Boyfriend/Girlfriend 'dating': in common with other young people, students become attracted to each other and wish to date each other. Staff and families will help students to understand that, at this early stage, they are simply getting to know each other more closely to establish if 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 other's 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 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 Arts 4 Wellbeing 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 Arts 4 Wellbeing 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. Sexual relationships between students are discouraged at school.



- 5.2. 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

6. Public space

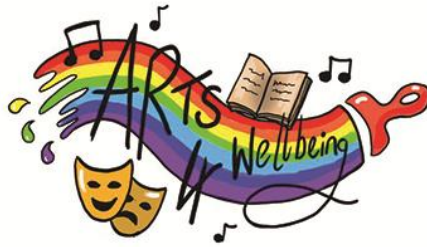
- 6.1. Students will learn that all space at Arts 4 Wellbeing is public. They will learn that they should be safe in public places and that these are appropriate places to spend time with mates, friends and boyfriends/girlfriends.
- 6.2. Students will learn that it is not appropriate to conduct a physical relationship in a public space.

7. Medical advice

- 7.1. 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.

8. Respecting diversity

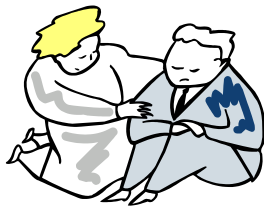
- 8.1. Attitudes towards sex and relationships are influenced by our cultural and religious backgrounds. Staff need to be aware of this, and respect diversity of sexual expression and sexual preferences.



ARTS 4 WELLBEING

Safeguarding – Student Information

How will I be kept safe?



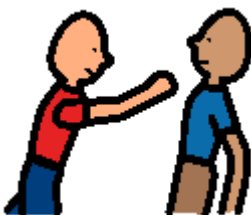
Safeguarding means making sure you are safe from abuse and neglect, and are able to be independent and make choices.

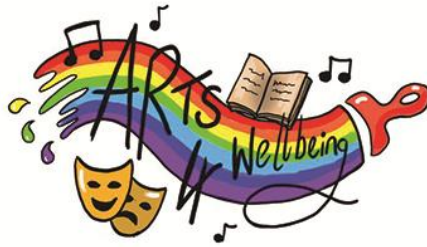
What is abuse?



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

Physical abuse





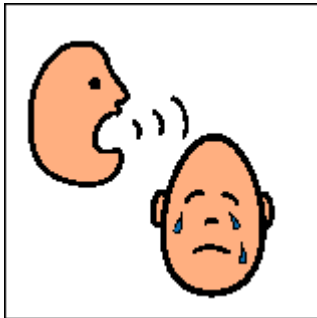
Is when someone hurts you, for example hitting, kicking, causing you any pain.

Sexual abuse



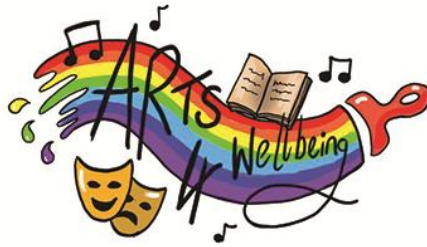
Is when someone touches your body or your private parts in ways you do not like or want. This includes kissing you, making you touch them in a way you do not feel comfortable with.

Emotional abuse



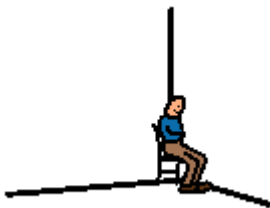
Is when people talk to you in an unkind way for example, teasing, threatening, swearing, ignoring you, shouting, putting you down and treating you like a child.

Financial abuse



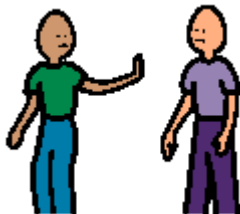
is when people take or control your money or things which belong to you.

Neglect

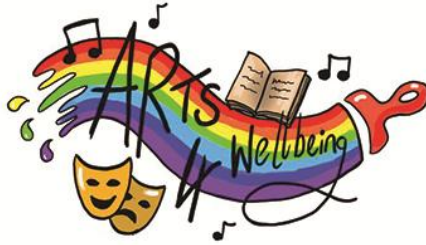


is when people who are supposed to help you do not look after you properly. This could be for example, not giving you enough food, not keeping you warm and safe, not giving you medication or taking you to the doctors if you are ill.

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:

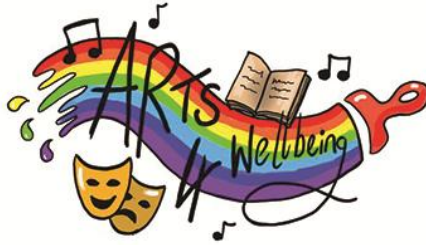
- A member of staff
- Someone in your family
- A Nurse or Doctor
- Social worker
- The manager
- A friend or another resident
- An advocate
- The police

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 **DBS** Disclosure and Barring Service 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 Ofsted Inspection Team 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

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

This policy also links to other policies on:

- **Behaviour Management**
- **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**
- **Risk Assessments**
- **Looked after children**
- **Racism**
- **Health and safety**

