

John Locke Institute

Safeguarding and Child Protection Policy July 2022

(Next Review: July 2023)

The designated lead responsible for safeguarding (the DSL) in the Institute is the Director, Martin Cox. In his absence, the Dean of Admissions, Marie Loubeyre, is the safeguarding deputy.

All those who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.¹ The Institute recognises the collective expertise of all staff in helping to shape and implement safeguarding policies and provide regular opportunities for that expertise to be shared.

Safeguarding is the process of protecting children from maltreatment, preventing impairment of their health and development, and ensuring they grow up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully as well-balanced members of a responsible society. This includes a duty to prevent children from being drawn into terrorism. All decisions about safeguarding and child protection are always to be made in the best interests of the child.

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

The John Locke Institute recognises its responsibility for Child Protection. This policy applies to all faculty, staff, interns, and volunteers working for the Institute who have regular contact with children. It focuses on **five main elements**:

- Staff recruitment and selection – ensuring that all staff (volunteers etc) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS/Barred List, by proof of I.D. and qualifications, through the ‘prohibited’ list and ‘Childcare Disqualification’ disclosure, by ascertaining the right to work in the UK and medical fitness, by checking gaps in their CV, by requesting two references (including the present employer), and then notifying the DSL.
- Raising awareness of safeguarding issues with children, including online safeguarding, and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse and neglect.
- Supporting children who have been abused in accordance with his/her child protection plan.

¹ Department of Health et al, 2003b, page 2, paragraph 1

- Identifying children and families who need additional support through Children's Social Care.
- Establishing a safe and nurturing environment free from dissemination or bullying where children can learn and develop happily.

We recognise that because of the day-to-day contact with children, Institute staff are ideally placed to observe the outward signs of abuse and staff will therefore:

- Report any inappropriate behaviour / activities to designated staff.
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to.
- Ensure that children know that they can approach senior staff in the Institute if they are worried and they will receive a consistent supportive response.

Staff at the Institute will follow the Oxfordshire Safeguarding Children Board (OSCB) Procedures in all cases of abuse, or suspected abuse. We will therefore:

- Ensure that we have a designated officer for child protection.
- Contact the designated Oxfordshire Safeguarding Team within twenty-four hours of suspected or reported abuse. This would normally be done by the Designated Safeguarding Lead, but **it is important that all members of staff know that they may contact the Oxfordshire Safeguarding Team directly if concerns are urgent.**
- Ensure that the designated officer receives appropriate training and that this training is disseminated to all others in the Institute annually.
- Ensure that every member of staff and volunteers know who the designated officer is and what his/her own responsibilities are.
- Ensure that all staff and volunteers are trained before starting their duties and understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse.
- Ensure all staff have been made aware of the latest version (September 2019 version issued at the start of Michaelmas Term 2019) of the DfE booklet *Keeping Children Safe in Education: Information for all School and College Staff* (Part One and Annex A).
- Ensure safeguarding practice follows the DfE booklet *Working Together to Safeguard Children*.
- Ensure safeguarding practice follows the *Prevent Duty Guidance for England and Wales*, supplemented by *Departmental advice for schools and childminders* and *The use of social media for on-line radicalisation*.
- Ensure that parents understand the Institute's responsibilities in relation to child protection.

- Keep accurate written records of concerns on children even where referral is not appropriate immediately.
- Ensure that all child protection records are kept secure and confidential and separate from the main pupil file.
- Ensure that the Institute follows safe recruitment procedures, as set out in our Staff Recruitment and Selection Policy, and that all staff/volunteers are selected and recruited by this means and that nobody barred from DSB regulated activity is knowingly employed or taken on as a volunteer in the Institute. **Visiting speakers should be supervised at all times by a member of staff.**
- Ensure no staff or volunteers are disqualified from childcare and that they sign a document to confirm this.
- Ensure that all staff and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. **All staff should be aware of this process.** All such allegations should be referred to the DSL in the first instance; or to one of the Deputies if the DSL is the subject of allegations. It may be necessary to suspend a member of staff without prejudice while an investigation is pending. All such investigations will be carried out as speedily as possible.
- Ensure all records are kept securely; separate from the main pupil file, in a password-protected file for at least seven years after the last recorded entry on any one pupil.
- Ensure that all staff are fully aware of the Code of Conduct, particularly as it relates to their professional position of trust and the propriety of staff/pupil relationships in person and via social media. Care is particularly taken to ensure staff know how they should avoid isolated one-to-one situations which might put them at risk of allegations.
- Ensure all staff understand the culture of safety and raising concerns (whistleblowing) as set out in the Code of Conduct.
- Ensure that this policy is reviewed annually by the senior management, is in line with Oxfordshire County Council's policy and any deficiencies or weaknesses remedied without delay.

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Institute may be the only stable, secure and predictable element in the lives of children at risk. When attending our courses, their behaviour may be challenging and defiant or they may be withdrawn. The Institute will endeavour to support the pupil through:

- The content of the curriculum.
- The Institute's ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The Institute's Behaviour Policy, which is aimed at supporting vulnerable pupils. The Institute will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social and Health Care, Education Social Work Service and Educational Psychology Service.

It is noted that the provisions of the Education Act place a general duty on the Institute to provide for the welfare of children in our care and, as such, staff will adhere to other related policies of the Institute. **It is important to remember that safeguarding is inclusive of:** child protection, anti-bullying, physical safety of the children in and outside the buildings (including being alert for children who may be brain-washed or radicalised), first aid, e-safety, acceptable use of mobile phones and cameras, equality of opportunity, medicine administration, evacuation of buildings, complaints, behaviour management, and safe recruitment.

Identifying children in need

Children who are defined as being 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without provision of services, plus those who are disabled. The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are:

- what will happen to a child's health or development without services being provided
- the likely effect the services will have on the child's standard of health and development.

Local authorities have a duty to safeguard and promote the welfare of children in need.

It is important to remember that the definition of children in need is wider than those who have suffered or are at risk of suffering significant harm. Some children and families may need additional support at times from one or more agencies. Whilst children in the former category should be reported to the social services immediately, the latter should lead to inter-agency assessment using local processes, following advice from the Institute's DSL and/or medical practitioners.

'Looked-after' children (i.e. those under the care of social services) may have particular needs to ensure their safety. The Institute's DSL will ensure staff have full necessary information about a child's status and care arrangements.

The concept of significant harm

Harm is defined in the Children Act 1989 section 31(9) as:

- ill-treatment (including sexual abuse and physical abuse)

- impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

NOTE: Harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Definitions of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

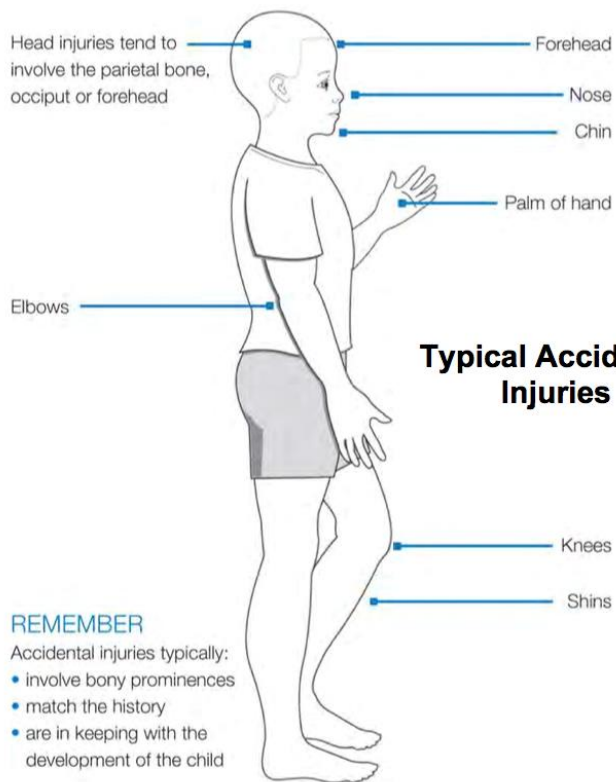
Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (peer on peer abuse).

Bullying (including cyberbullying) is the commonest form of abuse within education and may take the form of physical or emotional abuse.

It's vitally important to note that safeguarding incidents/behaviours can be associated with the actions of children/parents or other environmental factors in a child's life. This is known as *contextual safeguarding*.

Physical abuse

- May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation or otherwise causing physical harm to a child.
- Includes sexual violence or harassment
- Includes initiation violence or rituals
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

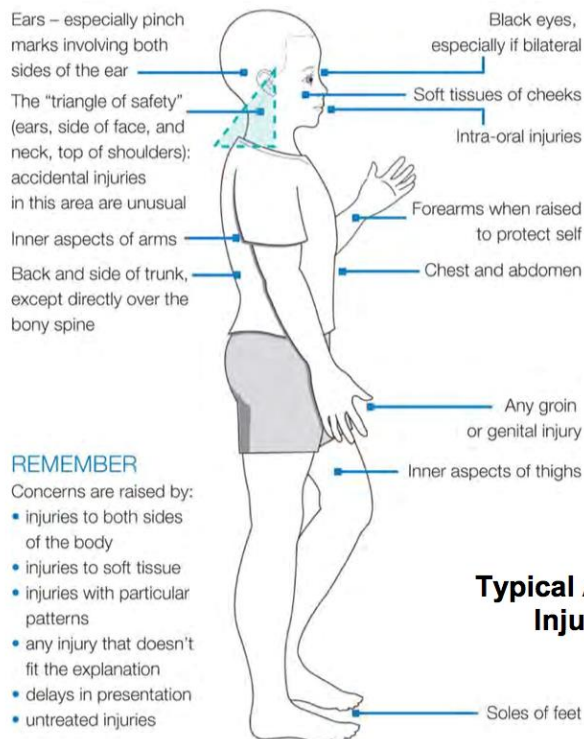


Typical Accidental Injuries

REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child



Typical Abusive Injuries

REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries

Sexual abuse and exploitation

Involves forcing or enticing (such as with gifts, affection or status) a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse (including via the internet) or sexting between children.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, *as can other children*.

Possible signs of sexual abuse

Young people from the age of twelve onwards may include:

- Being chronically depressed
- Being suicidal
- Self-mutilation, showing self-hatred
- Experiencing memory loss
- Being unable to concentrate, being in a world of their own
- Having unexplained sums of money
- Exhibiting a sudden change in habits

Emotional abuse

Persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. May involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- not giving the children the opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- 'brain-washing' children with extremist beliefs or intolerant views;
- age or developmentally inappropriate expectations being imposed on children;
- interactions beyond the child's developmental capability, as well as overprotection and limitation of exploration & learning, or preventing the child participating in normal social interaction;
- causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- seeing or hearing the ill-treatment of another;

- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs of emotional abuse:

- Physical, mental and emotional development lags;
- Admission of punishment which appears excessive;
- Overreaction to mistakes;
- Inappropriate emotional responses to painful situations;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- Self-mutilation;
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Chronic running away/missing from education;
- Compulsive stealing;
- Scavenging for food or clothes.

Neglect

The persistent failure to meet a child's basic physical and / or psychological needs likely to result in serious impairment of the child's health and development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide food, clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect:

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness;
- Poor state of clothing;
- Emaciation;
- Frequent lateness or missing from education;

- Untreated medical problems;
- Destructive tendencies;
- Low self esteem;
- Neurotic behaviour (rocking, hair twisting, thumb sucking);
- No social relationships;
- Compulsive stealing;
- Scavenging for food or clothes.

Abuse by one or more pupils against another pupil

This may take the form of many of the physical and emotional types of abuse mentioned above. It may take the form of so-called 'banter'. It may take place in person or online: the Institute is vigilant for abusive texting/sexting and encourages parents to report issues or suspicions. Such concerns may well surface if a child is the subject of bullying and in any case will be treated according to the Institute's anti-bullying policy, which sets out the Institute's support for victims and appropriate consequences for perpetrators. If a child is suffering or is likely to suffer significant harm, then such abuse will be reported to the local authority as a child protection concern.

Protecting children online

- According to some estimates, more than 50,000 sexual predators are thought to be online at any one time in the UK.
- CEOP, the Child Exploitation and Online Protection Centre, is based in London. To date, CEOP has rescued 131 children from abusive environments and its work has resulted in the arrests of 297 child sex offenders. It is estimated that 1 in 5 young internet users has received unwanted sexual solicitation through the internet. Think U Know is a CEOP website on e-safety aimed at children and young people: www.thinkuknow.co.uk. CEOP can provide a range of resources for working with children and young people around e-safety. Their website also explains how to report internet abuse through the 'report abuse' icon.
- Terrorist and extremist materials are widely circulated via the internet.
- Reference should be made to the Institute's cyberbullying policy and any safeguarding concerns relating to abuse of technology should be reported to the Academic Dean or, in his absence, the Dean of Students or the Dean of Admissions.

Safeguarding Disabled Children

- Disabled children are three times more likely to be abused.
- Disabled children should be treated with the same professional concern as non-disabled children.
- Additional resources / time may be need to be allocated since children with special educational needs or disabilities may be disproportionately affected by bullying / abuse without showing outward signs.
- Basic training and/or awareness about the susceptibility of disabled children should be given to all staff.

- The impairment should not detract from the assessment of need that considers the underlying causes for concern.
- Criminal investigations need to be handled sensitively and in accordance with Achieving Best Evidence in Criminal Proceedings: Guidance on vulnerable or intimidated witnesses including children (2008).
- Parents and carers should be aware of the vulnerability of disabled children and their role in safeguarding them.

The role of all staff

All staff have a responsibility to promote the welfare of students in their care by providing a safe environment in which students feel secure and valued. This environment should provide an atmosphere of trust in which students have the confidence to share problems.

It is the responsibility of all staff to be aware of the possible signs and symptoms of abuse, including abuse by one or more pupils against another pupil: it is not the responsibility of staff to interrogate or investigate any disclosures. If staff have a concern about a child, regardless of whether or not a child has disclosed anything, then the DSL must be consulted without delay. If there is a risk of **immediate and serious** harm to a child, anybody can make a referral to social services, but referral via the DSL is preferred. The Institute operates a '**whistleblowing policy**' whereby any suspicions about colleagues' behaviour **must be reported** in confidence to the DSL. It is important to note, in the context of GDPR legislation, that data protection compliance should never be allowed to stand in the way of safeguarding children.

When a child tells

If a child discloses to you directly, remember that it has taken a lot of courage to get to this point and your response is CRUCIAL. This child has chosen you as someone they trust.

Children and adults who disclose abuse are often asked, 'why didn't you tell someone?' This reaction can be very distressing and shows a lack of awareness about the realities of abuse.

So long as parents or carers are not implicated in any potential abuse or that communicating with parents and carers of a child making a disclosure would not place a child at further risk, the parents or carers of a child making a disclosure should be informed about this at the earliest opportunity.

All concerns/disclosures **must** be recorded in writing on the Record of Concern/Disclosure form.

All members of staff are advised of the key points for safeguarding and child protection as follows:

If a child tells you about a child protection matter:

Always stop and listen seriously - tell the child that you believe him or her.

Reassure the child: tell the child he or she is not to blame.

Empathise but do not ask questions.

Do not promise not to tell anyone – some secrets you cannot promise to keep.

Find DSL or one of the Deputy DSLs immediately or as soon as possible.

Make some hand-written notes on what the child said to you.

If the matter is urgent and it is not possible or desirable to contact senior staff, direct contact should be made with the Local Authority Designated Officer (LADO) (01865 815956) or the local police (01865 335200).

Protect yourself:

Never be alone in a room with a child unless with an open door/ glazed door and plenty of passing adults.

Avoid any conduct which would lead any reasonable person to question your motivation or intentions.

In rare circumstances of needing to remove children from danger immediately, 'physical intervention' may be used, but corporal punishment of any description is prohibited.

Always keep strictly to the Institute's policy on the use of mobile phones and cameras.

Report any behaviour by colleagues that raises concern.

Never invite a child alone into domestic accommodation.

Procedures for dealing with allegations against staff

Our aim is to strike a balance between the need to protect children from abuse, and the need to protect staff and volunteers from false or unfounded accusations. Allegations are received in a variety of ways:

- If an employee is informed about a possible allegation, they should notify the DSL immediately.
- Where the allegation is against the DSL, just one of the Deputies should be informed.
- Where the allegation is against one of the Deputies, the Director alone should be informed.
- In the most serious cases, allegations should be referred directly to the police. There should be no time delay and care should be taken to maintain total confidentiality up to the point where the accused person is charged with an offence.

Safeguarding Team Contacts:

Useful Contacts & Information

OSCB Business Unit	oscb@oxfordshire.gov.uk	01865 815843
OSCB Training Team	oscb.training@oxfordshire.gov.uk	01865 815843
Local Authority Designated Officer Alison Beasley	alison.beasley@oxfordshire.gov.uk	01865 815956
Safeguarding Co-ordinator Donna Crozier	donna.crozier@oxfordshire.gov.uk	01865 816382
Safeguarding Co-ordinator Sandra Pasquet	sandra.pasquet@oxfordshire.gov.uk	01865 323457
Safeguarding Co-ordinator Hannah Holland	hannah.holland@oxfordshire.gov.uk	01865 323032
Kingfisher Team (Child Sexual Exploitation)	KingfisherTeam@Oxfordshire.gov.uk	01865 309196
Multi-Agency Safeguarding Hub MASH (for any immediate concerns about a child)	mash-childrens@oxfordshire.gcsx.gov.uk	0345 050 7666
Oxford City Team (for any safeguarding concerns on open cases)	cfassessmentcity@oxfordshire.gov.uk	01865 328563
North Assessment Team (for any safeguarding concerns on open cases)	cfassessmentnorth@oxfordshire.gov.uk	01865 323039
South Assessment Team (for any safeguarding concerns on open cases)	cfassessmentssouth@oxfordshire.gov.uk	01865 323041
Emergency Duty Team (out of hours)		0800 833 408
LCSS North Samuelson House, Tramway Rd, Banbury OX16 5AU (for no names consultation)	LCSS.North@oxfordshire.gov.uk	0345 2412703
LCSS Central Knight's Court, Between Towns Rd, Cowley, Oxford OX4 3LX (for no names consultation)	LCSS.Central@oxfordshire.gov.uk	0345 2412705
LCSS South Ab bey House, Abbey Close, Abingdon, Oxon OX14 3JD (for no names consultation)	LCSS.South@oxfordshire.gov.uk	0345 2412608

Interim LADO: Alison Beasley

alison.beasley@oxfordshire.gov.uk

LADO.SafeguardingChildren@Oxfordshire.gov.uk

01865 815956 or 07833436649

Police

Child Abuse Investigation Unit 01865 335200

Non-Emergency Number 101

Emergency 999

DfE helpline for non-emergency advice 020 7340 7264

counter-extremism@education.gsi.gov.uk

All discussions should be recorded in writing and communications with all parties agreed.

In dealing with allegations against members of staff, procedures will be applied with common sense and judgement, in particular whether or not the case warrants suspension or alternatives.

Information about allegations of sexual abuse will be retained by the Institute until the accused has reached the normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Allegations found to be malicious after investigation will be removed from personnel records and cannot be referred to in employer references.

If any member of staff or volunteer is dismissed or no longer employed or used by the Institute because he or she is considered unsuitable to work with children then he or she will be referred to the Disclosure and Barring Service within one month of leaving the Institute. **Failure to make such a report constitutes an offence.**

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Disclosure and Barring Service, Post Office Box 181, Darlington, DL1 9FA

If there is a substantiated allegation against a member of staff, the Institute will work with the LADO to improve its procedures and practices to prevent similar events in the future.