

Safeguarding Policy

Rationale

All students within Green Corridor have the right to be safe and live without fear of harm or abuse. All staff within Green Corridor have the responsibility to keep our learners safe.

Aims

To establish roles and responsibilities within the Safeguarding team. To outline procedures all staff to follow, to define Adult Safeguarding Roles, Responsibilities and Procedures

Designated Safeguarding Lead (DSL):

- Oversight and ultimate responsibility of Safeguarding within Green Corridor
- Safeguarding Training delivery across Green Corridor
- To take lead responsibility for all safeguarding matters arising at Green Corridor and to support all other staff in dealing with any concerns that arise
- Promoting and safeguarding the welfare of vulnerable adults for whom you are responsible and with whom you come into contact
- To be available for staff to discuss any safeguarding concerns.
- Where students leave Green Corridor ensure their safeguarding file is transferred to the new provision as soon as possible.
- To ensure the CEO of Green Corridor is kept up to date with safeguarding concerns across Green Corridor

Deputy Designated Safeguarding Leads (DDSL):

- Oversight of day to day safeguarding within their Pathways
- Coordinating my concern reports and taking appropriate action for learners within their Pathways, updating concern reports as action is taken
- Liaising with social services and other external agencies as appropriate
- To be prepared by having the same training, resources, and status as the DSL to step into the role should DSL be unavailable or absent
- To act as a sounding board to the DSL for advice and guidance on their areas of oversight
- To lead on concerns specific to their area of Green Corridor.

Admin staff

- To ensure suitable checks take place for all visitors and agency staff that enter Green Corridor premises.

- To inform the DSL/DDSL if a visitor is onsite without a DBS, with Adult Barring, so that the visitor will not be left unattended whilst in the building.
- To identify patterns of lateness/absences by joining and reporting data to SCC meetings

All staff

- All staff have the responsibility to ensure safeguarding across Green Corridor.
- All staff have a responsibility to report safeguarding concerns as outlined in this policy.
- Staff must ensure that they have read all relevant paperwork for the students that they support including PHPs, Risk Assessments, Medical Care Plans, Moving and Handling Plans, Feeding Plans and any other individualised support plans relating to the young person.

Green Corridor Trustee Board

Board members and trustees must receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and that this is regularly updated. Members of the board should be aware of Green Corridor safeguarding system and are responsible for holding the DSL and DDSL to account. It is the responsibility of the board members to update and monitor policy on an annual basis, and to receive termly safeguarding reports from the Designated Safeguarding Lead.

Definition of Safeguarding Adults

The Care Act 2014 states

‘Safeguarding means protecting an adult’s right to live in safety and free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and the experience of abuse and neglect, while at the same time making sure that the adults wellbeing is promoted including where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action’

The Care Act 2014 places procedures for safeguarding adults on a statutory footing and defines what an adult at risk is. It emphasises the need for multi-agency working with a focus on outcomes for the adult at risk. The Act also highlights the importance of everyone’s responsibility to protect adults at risk of abuse.

Safeguarding Procedures

All staff are constantly vigilant to the well-being of learners.

Student well-being and behaviour is discussed at weekly team meetings.

On-going concerns regarding learners may be shared at student update meetings where this is appropriate or withing departments.

Green Corridor has a separate radicalisation and extremism policy which addresses the PREVENT agenda as well as how staff can raise concerns about any radical or extremist views or incidents.

Green Corridor will liaise closely with social care in managing student well-being. Where possible college staff will attend social care meetings.

All Green Corridor curriculum activities will be appropriately risk assessed with both safety and safeguarding taken into due consideration.

Medical care plans will be kept fully up to date, and staff informed of any changes.

All vulnerable learners will be subject to a Risk assessment in order to ensure that their needs are met.

Green Corridor has an attendance policy which lays out our procedures regarding student absence. Where a student is absent for two days or more and no message has been received regarding the absence the parents/Carers are contacted. If we are unable to contact a parent, Carer or an emergency contact able to provide details of the student's absence an appropriate referral will be made to Social Care.

Reporting

Green Corridor uses Behaviour Watch to report safeguarding concerns, incidents, and behaviour. All staff are able to login and report concerns.

When a Staff member logs a concern, the DSL is informed and decides any immediate/urgent actions.

A safeguarding meeting is called, at which a case owner is agreed, category assigned, and any tasks/actions agreed and assigned.

The DSL and Head of Education over sees actions, makes suggestions, and decides the concern level, escalating action where needed.

If a learner is in immediate danger of harm or has been harmed, staff are to report to the DSL or in his absence a DDSL (Principal/Deputy principal) immediately. Concerns are filled in individual student areas. Concerns can be accessed individually or as a full chronology since the young person joined Green Corridor.

Green Corridor uses a digital safeguarding log; we ask that previous placements sends all safeguarding information in a secure electronic way. This will then be archived in the young person's profile area. However, should physical files be sent, we will scan these into the system and archive on the students.

Identifying and monitoring Vulnerable Adults at risk of abuse:

The safeguarding team meet every week and within this meeting we examine attendance, monitor students that are currently a cause for concern or that we have ongoing safeguarding concerns for, we explore reports of concern and identify any other students that we may decide to monitor.

Safeguarding Meeting Agenda

The DSL will prepare a report to identify any students that have had more than three level 1 concerns raised within a term or a level 2 or 3 concern recorded. The Report then deep dives to explore what concerns have been raised about these students, where and when they took place and the action that was taken as a result. This young person could then become a monitored student as an action. The report will also outline data in Attendance, Categories of concern, Monitored Students and Any other business. Please see explanations on what is reported below.

It is important that confirmation of any safeguarding incidents is received before a student starts at Green Corridor.

Levels of concern and action required

High risk (Level 3)

A young person has been harmed or is in immediate danger. These concerns are dealt with by the DSL.

Immediate Action required DSL and Head of Education to oversee with appropriate other staff included. This would require urgent support from social services or the police. The LADO and or the LA may also be informed.

After action taken, debrief to be organised, safeguarding team meeting to ensure follow up and after care as appropriate. At least 1 term of monitoring via regular review at safeguarding meetings.

If all actions and follow ups are satisfactory, filed after 1 term.

Report to be made and shared with LA, social care, and police as appropriate, with outcomes discuss as full safeguarding team one concern is no longer high.

Medium (Level 2)

Extra support is required to support this young person; Concern has potential to become high risk including a high amount of repetitive low-level concerns.

Discussed at Safeguarding meeting within 24 hours. Concerns are dealt with by the DSL and may be passed to other DDSL who would be the identified case owners.

Discussion with DSL/Head of Education as actions progress, monitoring via regular safeguarding meeting.

Once Triage and actions set, could include a message to duty or their named social worker, asking a therapist to support the family, requesting a multi professional meeting etc.

Monitored Student for half a term

Filed by DSL When actions complete and Safeguarding meeting agrees.

If repeated concern, Report to be created.

Low (Level 1)

All concerns are treated as low level concerns in which a form of action or monitoring should take place as a result.

These concerns are dealt with by a DDSL. Within 48 working hours

Within 3 days trusted users can be brought into concern as case owner.

Attendance

Attendance below 90% is discussed. Action points to support the young person to improve their attendance are agreed. Students may receive correspondence to improve their attendance in line with our attendance policy. Should attendance change dramatically, this may indicate a cause for concern. Ultimately the purpose of this exercise is to ensure absence does not go unnoticed, communication with students and their families is maintained and actions can be taken to improve attendance. Should contact not be able to be established, Green Corridor may pass this to social services/duty as appropriate.

Filed by:

- DSL/DDSL When actions complete and Head of Education agrees.
- If student has large number of Low-Risk concerns, discuss in next Safeguarding Meeting and raise to a medium concern by creating an action for the DSL to add to the next agenda.

Categories of concern Behaviour

- Weekly Behaviour reports as directed by appropriate Staff member
- Significant behaviour that challenges
- New behaviours expressed
- Behaviour that requires restrictive physical intervention

Safeguarding

- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse

Health and Safety

- Near miss
- Damage to property
- Equipment
- Fire Alarm
- Building issues

Accident

- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect
- Disclosures relating to areas of abuse
- Falling over
- Injury
- Staff accidents with students (for example scratch whilst changing, bump wheelchair into wall/door)

Wellbeing

- Personal hygiene
- Dirty Clothing
- Changes in mood

Health Conditions

- Mental Health
- Physical Health
- Medication

Monitored students

All students at Green Corridor are continually monitored to ensure their safety and well-being. In some cases, we may need to identify a specific 'Monitored Student'. This student is someone that the team have ongoing safeguarding concerns for. This is discussed and decided when the concern is raised and then added to the agenda for SCC. Students are identified as a 'Monitored Student' due to a number of reasons at the discretion of the safeguarding team but usually include attendance, level of concern or number of concerns.

The team discuss actions that have been taken to support a monitored young adult since the last meeting, any progress that has been made or any new concerns. The team agree the next step

of action to safeguard this young person to be completed by the next meeting. Action could include monitoring, contact with parents, contact with social services, multi professional meeting etc. If a student has had a period of time without concerns, they may be removed from the monitored list. They can move back onto the monitored list at any time.

Any other Business

Within this part of the safeguarding meeting, we explore the following:

- Information from Pathway meetings
- Local area news
- National news

Safeguarding legislation updates

Reports on: areas of Green Corridor, amount of concerns from teachers and support staff, key times of the day concerns are reported.

Prevention:

Safeguarding is central to the well-being of the individual and is therefore seen to be an intrinsic part of all aspects of the curriculum. Because of our students individual and limited understanding an individual approach is used. We aim;

- To provide time, space, and opportunities for students to explore issues of concern.
 - To equip students with the appropriate tools to make choices, judgements, and decisions.
 - To promote a positive self-image.
 - To teach students to recognise their own feelings and emotions and to express these in an appropriate manner.
 - To teach students to respect everyone including each other's gender, disability, cultural background, religion, and sexual orientation and to foster tolerance and understanding of individual differences.
 - To teach safe practice using the internet, social media and personal communication aids including mobile telephones.
 - To recognise potential risks and take action to avoid these, seek help and report difficulties.
 - To make Safeguarding personal (MSP) encouraging choices and self-determination
- Deprivation of Liberty

Supervision of our young people and vulnerable adults is necessary and failure to do so would be in breach of our staff 'duty of care'. It therefore follows that deprivation of liberty must be reasonable, proportionate, and necessary in order to safeguard these young people.

Safeguarding our vulnerable young people is paramount and at Green Corridor we have electronic doors which open using an electronic swipe fob. Different areas are accessible only by using the fob system. Both the front doors and the gates to the car park also are protected in this way.

To ensure that liberty is safeguarded, Green Corridor will plan ahead whenever there are arrangements in place which might foreseeably result in a deprivation of liberty such as use of a safe space or restricting access to certain areas when student behaviour is causing immediate risk. Those arrangements will be set out in detail in Education Healthcare plans (EHCPs) and reviewed annually.

Recruitment

Green Corridor is committed to Safe Recruitment processes. This policy should be read with the Green Corridor Recruitment Policy in which Safe Recruitment processes are laid out.

Temporary staff booked through agencies are vetted by the agencies concerned and documentation (DBS with adult barring) sought before staff work in Green Corridor.

All volunteers and work experience students must produce DBS certificates before starting placements.

Green Corridor retain the right to end a volunteer/work experience/temporary staff placement at any point.

Training Induction and training

Everyone working at Green Corridor receives an appropriate induction before starting work which includes information about adult safeguarding procedures in college.

All permanent staff are provided with a copy of the staff handbook which includes a copy of Green Corridor safeguarding policy. A copy of the staff handbook is available in all classrooms and is updated annually.

All staff are required to read part 1 of Keeping Children Safe in Education.

Training Programme

The CEO, Head of Education and DSL undertake bi-annual statutory training in Safeguarding adults.

All permanent staff are provided with a yearly adult safeguarding update. Staff are trained to be aware of possible signs of abuse and neglect.

Board Members will be required to have safeguarding training at an appropriate level to quality assure the practice of Green Corridor safeguarding processes.

Appendix 1 Procedures for all staff if a young person discloses to you.

LISTEN STOP REASSURE AFFIRM REPORT.

Repeat the young person's words only – don't elaborate, don't ask questions, or put thoughts into their heads.

Say "it is not your fault" or "you are right to tell me".

Report to the DSL directly, write everything down quickly and precisely using the Behaviour Watch system. Sign and date the report.

Appendix 2: Physical Abuse - Definition

Any actual or likely physical injury to a young person or failure to prevent physical injury (or suffering) to a person including deliberate poisoning, suffocations and Munchausen's Syndrome by Proxy, where there is a definite knowledge or a reasonable suspicion that the injury has or may be inflicted by another person.

Typical signs of physical abuse:

- Slap marks
- Bite marks
- Fractures
- Burns
- Cut Lips
- Bruises
- Child on Child

Typical behaviours associated with physical abuse:

- Wary of physical contact
- Do not expect/want to be comforted
- Seem less afraid than other children
- Seek information about what is going to happen to them
- Kept away from school

Common sites of accidental injury:

- Crown of head
- Forehead
- Nose
- Elbows
- Hips
- Hands

- Knees
- Shins

What to look out for:

- Eyes – the eye is well protected against accidental injury by its bony socket. Look out for bloodshot eyes.
- Slapping, smacking, gripping – finger marks, earache, swelling, reddening.
- Throttling or strangling – finger marks, thin red line.
- Raised wheals – buckle marks.
- Human bites – elliptical bruise, teeth marks. Bites are never accidental!
- Burns – Not common for multiple burns to be caused accidentally.
- Cigarette burns – often found in groups. Seldom heals without medication.
- Scald – on hands and feet, particularly if clear demarcation line.

Appendix 3 Neglect – Definition

The persistent or severe neglect of a young person's health or development or the failure to protect a young person from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the young person's health or development including non-organic failure to thrive.

Neglect – what to look for:

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Dirty teeth and halitosis
- Underweight
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality – frequent infestations
- Frequent bouts of gastro-enteritis
- Prominent joints
- Hands red and swollen
- Protuberant abdomen

Typical behaviours associated with neglect:

- Preoccupied with food – stealing.
- Gains weight when away from home
- Overly tired

- Unable to concentrate on schoolwork
- Poor language skills
- Poor motor development
- Often absent

Appendix 4 Sexual Abuse – Definition

Actual or likely sexual exploitation of a young person by involvement in sexual activities they do not truly comprehend, to which they are unable to give informed consent, which violate the social taboos or family roles, or which are against the law. This includes being made to take part in 'non-contact' activities such as being made to watch pornography.

Sexual Abuse – what to look for:

- Detailed sexual knowledge inappropriate to the ability of the young person
- Promiscuity
- Excessively affectionate or sexual
- UTI and/or STD
- Awkwardness in walking or sitting down
- Constipation or soiling
- Child on Child abuse

Appendix 5 Emotional Abuse – Definition

Actual or likely severe adverse effect on the emotional and behavioural development of a young person caused by persistent or severe emotional ill-treatment or rejection. All abuse involved some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

Emotional abuse – what to look for:

One of the most difficult types of abuse to recognise Behavioural signs rather than physical
Withdrawn – sucking, biting, rocking Introverted.

Depressed Anti-social, destructive Child on Child abuse.

Appendix 6 Common sites of non-accidental injury:

- Eyes – two black eyes always a concern
- Cheeks
- Ears
- Mouth
- Stomach
- Buttocks
- Inner Arms
- Remember – most non-accidental injuries leave marks on the body.

Professionals who regularly see children partially dressed, such as PE teachers, swimming instructors, school nurses etc. are key people in recognising this form of abuse.

Appendix 7 Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a young woman being at risk of FGM, or already having suffered FGM.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and adult social care.

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police, cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with Green Corridor's designated safeguarding lead and involve social care as appropriate.

Appendix 8 – Sexual Exploitation (SE)

Sexual exploitation (SE) is a crime which is rising in the UK. It includes human trafficking, which is described as a form of 'modern day slavery'

Definition of trafficking is the 'recruitment, transportation, harbouring or receipt of a young person for the purpose of exploitation'

Whilst there are no current figures on disabled young people and the likelihood of this type of abuse, staff should be aware of these practices and respond as in all cases of suspected abuse.

Exploitation is described as: Sexual (including prostitution) forced labour, domestic servitude, criminal activities, benefit fraud, organ harvesting and illegal adoption.

There are 3 models

- Inappropriate relationships (Grooming)
- Boyfriend model
- Organised sexual exploitation (Party Model)

Risk Indicators

- Missing from home
- Gifts
- Older boyfriend/Girlfriend
- Introduction to drugs/ alcohol
- Taken on trips

- Behaviour changes/ mood swings/ self-harm
- Sending/ receiving inappropriate images

Appendix 9 – Prevent Duty – Please see policy on extremism and radicalisation

Appendix 10 Financial Abuse

This is when a young person is prevented from access to their own money or a misuse of the benefits that they are entitled to.

Appendix 11 Organisational abuse

This is when there is repeated poor practice throughout an organisation which is based on the needs of the managers or staff as opposed to the needs of the individual service user(s).

Appendix 12 Discrimination

This is when for example young people are not provided with culturally appropriate meals, are given inappropriate nick names, or are denied access to sex education.

Legislation which relates to the Safeguarding of adults which must be taken into consideration and read in conjunction with this policy:

The Care Act 2014

The Mental Capacity Act 2005

The Human Rights Act 1998

The Vulnerable groups Act

The Equality Act

Deprivation of Liberty Safeguards 2009

Disclosure and Barring Service

Office documents Channel Duty Guidance (2015) PREVENT Duty Guidance (2015)

Keeping Children Safe in Education (Guidance) Sept 2023

Links with other policies

This safeguarding statement is linked to the:

1. Attendance
2. Behaviour
3. KCSIE
4. E-safety
5. Radicalisation and extremism
6. Whistleblowing
7. Absconding students
8. Relationship and sex education

Document Control

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