



**The Outdoor Education Company
Safeguarding Policy**

Policy Statement

The Outdoor Education Company acknowledges the duty of care to safeguard and promote the welfare of children, young people and vulnerable adults and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice.

We recognise that:

- The welfare of the child, young person and vulnerable adults is paramount.
- All people regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy is:

- To provide protection for the children, young people and vulnerable adults who use our services.
- To provide staff with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all staff, including senior staff and anyone working on behalf of The Outdoor Education Company. We are committed to reviewing this policy and our best practice annually.

Signed*Lauren*.....

Lauren Bean
Director

Safeguarding Lead

Lauren Bean
Director
Tel: 01733 511033
Mobile: 07876558818

Their role is to:

- Oversee and ensure that our safeguarding policy is fully implemented.
- Ensure our safeguarding standards are communicated to all staff.
- Ensure details are made available to all adults, children and parents/carers.
- Ensure all staff receive appropriate training in safeguarding.
- Ensure DBS (Disclosure and Barring Service) reporting procedures are adhered to.
- The deputy should be available to support, or cover for, the nominated lead. They will also handle any complaints or allegations against the nominated lead if appropriate.

Rigorous Recruitment

We adhere to the Local Safeguarding Children Board Key Standards for recruitment and DfE guidelines.

We recruit all staff by obtaining full personal details through application forms with particular relevance to previous work with children and young people.

We always take up two written references and, in accordance with government guidance and legislation, insist that any appointment, where staff have regulated or unsupervised access to children, young people or vulnerable adults, will only be confirmed subject to a satisfactory DBS check at the appropriate level, with a check against the Barred Lists when appropriate.

We have sound recruitment procedures and record when we are satisfied that the applicant is appropriate and suitable. At least one person on each interview panel will have undertaken Safer Recruitment Training.

Induction & Training

We have a clear recruitment, induction and training strategy detailing clear job descriptions, terms and conditions of employment, staff responsibilities and all relevant procedures.

All new staff receive health and safety, and safeguarding training as part of their induction and will be observed and appraised at regular intervals throughout their period of employment.

Confidentiality

We have a clear policy about confidentiality and information sharing and these details can be made available to all adults, children, parents and carers via our website, discussions with senior staff and our staff code of conduct.

We fully endorse the principal that the welfare of children and young people override any obligations of confidence we may hold to others. Individual cases will only be shared or discussed on a need to know basis. Under “whistle blowing” anyone in our organisation may refer directly to either children’s social care services or the police if they are concerned that a child is at risk of harm and this policy is not being adhered to. All media enquiries will be handled by Lauren Bean.

Handling Disclosures

A disclosure may be made verbally or through play or through the behaviour by a child, young person or an adult and it is important for everyone to remember the following: If you are concerned about a child it is important that this information is communicated to the safeguarding lead and deputy.

You may become aware of suspected or likely abuse by:

- Your own observations and concerns;
- Being told by another person that they have concerns about a child;
- Being told by the child;
- Being told by the abuser.

Also remember that you may not always be working directly with the child but become concerned because of difficulties experienced by the adults e.g.

- Domestic violence incidents
- Mental health issues
- Substance and alcohol abuse Incidents

Other concerns may be:

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence

Remember:

- Do not delay.
- Do not investigate.
- Seek advice from the safeguarding lead or deputy.
- Make careful recording of anything you observe or are told

Responding to Concerns

We ensure and emphasise that everyone in our organisation understand and know how to share any concerns immediately with the safeguarding lead. We do this through training, our staff handbook, enrolment information and our website.

Everyone including both the child protection lead and deputy will deal with concerns using the following:

Step 1

If you are worried a child has been abused because:

- You have seen something.
- A child says they have been abused.
- Somebody else has told you they are concerned.
- There has been an allegation against a team member.
- There has been an anonymous allegation.
- An adult has disclosed they are abusing a child.
- An adult has disclosed they were abused as a child.

Step 2

Talk to the lead person for safeguarding or their deputy.

Step 3

If necessary they will refer the concern to the Local Safeguarding Children Board, or in an emergency, the police.

Consult, monitor and record.

Sign / date / time.

Include name and job role.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

To find the Local Safeguarding Children Board:

<https://www.gov.uk/report-child-abuse-to-local-council>

Allegations / Complaints / Disciplinary & Grievance Procedures

We have clear policies about handling allegations, dealing with complaints and our own disciplinary and grievance procedures and these details will be made available to all adults, children, parents and carers as necessary.

We are mindful that the three procedures lead to uncertainty as to the appropriate steps to take. We are clear that, in any case where a complaint has been made with regards to any inappropriate or poor practice, we will discuss the situation with children's social care services before making a decision about the best way forward.

It is the responsibility of the safeguarding lead and/or deputy to ensure that these procedures are rigorously adhered to. In the case that the child protection lead is implicated, the NSPCC can be contacted:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Children's social care services will manage any investigations, accordance with Local Safeguarding Children Board procedures. These are available on the Local Safeguarding Children Board website. The Outdoor Education Company will make referrals to the DBS when deemed necessary or when advised by the Local Safeguarding Children Board and in liaison with local agencies as relevant.

With regards to disciplinary and grievance procedures, we are very clear that we will take no steps until we have fully discussed and agreed a strategy with the Local Safeguarding Children Board, children's social care services and/or the police. Any investigation will override the need to implement any such procedures.

Record Keeping

All records will be kept securely. Only the safeguarding lead will have access and records will only be kept as long as necessary.


Normally these records will be passed to the Local Safeguarding Children board as soon as possible. All records will be kept securely and will be factual and non-judgmental.

It is helpful to record any known details of the child/children or young people involved e.g. name, address, date of birth etc. All records will be factual. It is equally important to record the reasons for making the decision not to refer to the Local Safeguarding Children board as when the decision is taken to refer.

We will always sign, clearly detail name and job role of the person making the record. Date and time these records.

Policy Review

This Policy will be reviewed annually or when there are substantial organisational changes.

Signed 

Lauren Bean
Safeguarding Lead
Date: 25/10/18

Review Date: 30/10/2019

A separate record for staff signatures is maintained to evidence they have seen and understand this policy.

Why do we need a Safeguarding Children Policy?

Government guidance is clear that all organisations working with children, young people, families, parents and carers have responsibilities. It is important to remember that children and young people can also abuse and that such incidents fall into the remit of this policy.

All organisations should:

- have senior managers committed to safeguarding
- be clear about people's responsibilities
- check there are no known reasons preventing staff and volunteers working with children and young people
- have procedures for safeguarding children and young people
- have procedures for dealing with allegations against staff and volunteers
- make sure staff have training
- have agreements about working with other organisations and agencies

Working Together to Safeguard Children

Schools and colleges should:

- create and maintain a safe learning environment for children and young people
- identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate
- contribute through the curriculum by developing children's understanding, awareness and resilience

Safeguarding Children and Safer Recruitment in Education

"Children are individuals whose rights, needs and welfare are paramount."

Children Act 1989

"All children, whatever their religious or cultural background, must receive the same care and safeguards with respect to abuse and neglect"

"Where there are concerns about the welfare of a disabled child, they should be acted uponin the same way as with any other child."

Working Together to Safeguard Children

Recognising Abuse:

Abuse: 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 by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child 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 in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child 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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or 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 adequate food, 12 clothing and shelter (including exclusion from home or abandonment); protect a child 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's basic emotional needs.

Definitions taken from 'Keeping Children Safe In Education 2016'

Treating children with respect

We endeavour to treat all children and young people with respect, regardless of ability or culture.

Our confidentiality statement, complaints procedures, allegations and whistle-blowing statements, and disciplinary and grievance procedures are made available to everyone through training, induction, the staff code of conduct and our website.

Celebrating Children's Achievements

We positively encourage all children and young people to succeed and celebrate their achievements by actively reviewing, realising different abilities and creating an environment where all achievements are given attention and praise. We are particularly sensitive to the needs of disabled children who may achieve in smaller steps than their peers but are equally entitled to celebration.