



SAFEGUARDING & CHILD PROTECTION POLICY

updated July 2021

This policy links to and should be read in conjunction with the following policies:

- Learning and Behaviour Policy
- Health & Safety Policy
- Whistle Blowing Policy
- Anti-Bullying and Harassment Policy
- Equality and Diversity Policy
- IT Security Policy
- Online Safety Policy
- Complaints, Compliments and Concerns Procedure
- Health and Wellbeing Policy
- Risk Assessment Policy
- Disciplinary Policy and Procedure
- Staff Induction Policy
- Disability and Accessibility Policy

This policy is written in line with the Department for Education publication *Keeping Children Safe in Education 2021*, and will be reviewed according to publication updates. The policy is also reviewed annually by the lead and deputy safeguarding officers.

KEY SAFEGUARDING CONTACTS AT CREATIVE PROCESS

Designated Safeguarding Lead (DSL):

Chris Wood
Operations Director
Contact number: 07458 300 878
Email: chris@creativeprocessdigital.com

Alternative Safeguarding contact:

Natalie Dzerins
Operations Manager
Contact number: 07514 512 229
Email: natalie@creativeprocessdigital.com

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Safeguarding Adult Board

The Brighton & Hove Safeguarding Adult Board (SAB) is a group of statutory, private, voluntary, and independent organisations across Brighton & Hove who work together to empower and protect some of the most vulnerable members of our community

<https://www.bhsab.org.uk/>

The Safeguarding Partnership

The Brighton & Hove Safeguarding Children Partnership (BHSCP) is independently chaired and consists of three key agencies who collectively hold statutory responsibilities for keeping children and young people safe; the Local Authority (through Families, Children and Learning), Health (through Brighton & Hove Clinical Commissioning Group) and Sussex Police.

The BHSCP's objectives are to:

- Co-ordinate local work undertaken by all agencies and individuals to safeguard and promote the welfare of children and young people
- Ensure the effectiveness of that work

<https://www.bhscp.org.uk/>

Local Authority Designated Officers(LADO)	Darrel Clews (children's lead) Katherine Taylor-Birnie (adults' lead)
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1. Introduction

- 1.1 Creative Process fully recognises its responsibility for the safeguarding and protection of learners and vulnerable adults, and its responsibility for promoting the welfare young people and vulnerable adults who are learners at the training centre. At all times, the training centre aims to create and maintain a safe environment for all learners, staff, and visitors.
- 1.2 An effective whole organisation safeguarding policy is one which provides clear direction to staff and others about expected behaviour when dealing with safeguarding issues. An effective policy also makes explicit Creative Process's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the learner.
- 1.3 Parents, carers or other interested parties can obtain a copy of this Safeguarding and Child Protection Policy on the website.
- 1.4 Creative Process takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989).
- 1.5 This policy applies to all staff, contractors and visitors working for or within the training centre.

2. Safeguarding Principles

- 2.1 Creative Process is committed to the following safeguarding principles:
- all young people and vulnerable adults have the right to be safe from harm, abuse, exploitation and radicalisation.
 - the welfare of the learner is paramount and this principle underpins all safeguarding work
 - statements about abuse or neglect made by learners will be taken seriously
 - the health and wellbeing of learners, which underpins a successful learning experience
- 2.2 There are three main elements to our safeguarding policy;
- Prevention through the creation of a positive atmosphere and the teaching and pastoral support offered to learners.
 - Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
 - Support to learners and staff who may be affected by safeguarding concerns or issues arising.
- 2.3 Creative Process recognises it is an agent of referral and not of investigation.
- 2.4 All staff must maintain an attitude of 'it could happen here' and everyone who comes into contact with learners has a responsibility to safeguard them.

3. Definitions

- 3.1 For the purposes of this policy:
- a 'child' is someone who has not yet reached their 18th birthday (Children Act, 1989)
 - a 'vulnerable adult' is any person over the age of 18, "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness."
 - 'staff' means all employees, full-time or fractional and all agency, franchise, contract and volunteer staff working at or for the training centre;
 - the term 'learner' is used in this policy to refer to anyone who is under the age of 18 or who meets the definition of a vulnerable adult.
 - 'visitor' means any person who enters the building who is not a staff member
 - 'volunteer' means any person who is unpaid employment in the Training centre
 - safeguarding is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

4. Legislative Context and Framework

- 4.1 All action is taken in line with the following guidance:
- Brighton and Hove Local Safeguarding Board and Partnership guidelines
 - Keeping Children Safe in Education 2021
 - What to do if You're Worried a Child is Being Abused Advice for Practitioners (2015)
 - Working Together to Safeguard Children (July 2018)
 - PREVENT Duty, as per the Counter Terrorism and Security Act (2015),
- 4.2 Section 175 of the Education Act 2002 places a duty upon Creative Process to safeguard and promote the welfare of learners. The Brighton and Hove Safeguarding Partnership provides a framework for enabling Creative Process to fulfil its statutory duties effectively and efficiently in the best interests of young people.
- 4.3 Section 11 of the Children Act (2004) requires all agencies working with or coming into contact with

anyone under the age of 18 to have measures in place to safeguard and promote their welfare.

- 4.4 The Creative Process SMT holds responsibility for ensuring that the safety of the learners in the training centre is at all times of paramount importance and recognises the contribution the training centre makes in safeguarding and protecting learners. The SMT takes seriously its statutory responsibility to do so and recognises that all staff working with learners have a full and active part to play in protecting them from harm.
- 4.5 Creative Process is committed to providing an environment where learners can learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. Creative Process will seek advice from and work in partnership appropriately with Brighton and Hove Children's Social Care and partner agencies in fulfilling its safeguarding and child protection responsibilities. Creative Process is committed to ensuring that all staff are sensitive to the issues of characteristics protected by the Equality Act (2010) and that these issues should never be a barrier to sharing and reporting concerns about learners (please see Creative Process Equality and Diversity Policy).
- 4.6 All staff have a statutory responsibility to safeguard and promote the welfare of learners and must be fully conversant with and adhere to this policy. All staff are given a copy of this policy as part of their staff induction (please see the Staff Induction Policy).
- 4.7 It is neither the role nor responsibility of those working with learners in the training centre to assess, diagnose or investigate whether a learner is at risk of or is suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a learner to the Designated Safeguarding Lead as a matter of priority.

5. Purpose and Aims of the Policy

- 5.1 The purpose of this policy is to:
 - (a) Raise the awareness of all staff of the need to safeguard learners and of their responsibilities in identifying concerns and reporting them immediately
 - (b) Provide a framework to support staff in identifying concerns that a learner may be suffering or at risk of suffering harm or abuse thereby enabling them to report those concerns without delay
 - (c) Promote and maintain an environment where learners feel secure and are listened to
 - (d) Promote an environment where learners and staff treat each other with mutual respect and develop positive relationships, which are built on trust
 - (e) Ensure that staff and students are aware of the PREVENT agenda via training sessions for staff and information sessions for students
 - (f) Ensure that the training centre has sufficient staff for safeguarding and child protection to enable one of them to be available or contactable at all times during the day
 - (g) Ensure that the SMT has a nominated member who is responsible for safeguarding and protecting learner and vulnerable adults
 - (h) Enable and support good levels of communication between staff to ensure that relevant information about learners is disseminated is shared with appropriate staff on a 'need to know' basis
 - (i) Ensure that the Designated Safeguarding Lead and deputy lead have undertaken suitable and appropriate training and that this training is updated every two years
 - (j) Ensure that all staff receive safeguarding and child protection training every two years and refreshed annually.
 - (k) Develop and promote effective working relationships with partner agencies, including Children's Social Care, the Police Child Abuse Investigation Team and BHCC.
 - (l) Provide a systematic means of monitoring learners who are thought be at risk of harm or who are subject to child protection plans
 - (m) Provide structured procedures within the training centre, which will be followed by all staff when there are concerns about a learner who is potentially deemed at risk. These concerns should be recorded appropriately in a centralised source
 - (n) Ensure that all adults working with learners in the training centre have undergone appropriate safer recruitment vetting and checks as to their suitability to work with learners in line with the Creative Process recruitment process
 - (o) Ensure that procedures are followed where an allegation is made against a member of staff

- with the involvement of the Local Authority Designated Officer
- (p) To support young people's and vulnerable adults' development in ways that will foster security, confidence and independence and to promote this through the curriculum, the tutorial programme, enrichment activities and the student forum.

6. Guidance

- 6.1 This policy should be read in conjunction with the Department for Education Summary Booklet What to do if You're Worried a Child is Being Abused - Advice for Practitioners.
- 6.2 All training centre staff should be knowledgeable about what constitutes abuse

7. Procedures

- 7.1 All action is taken in line with the following guidance;
- Local Safeguarding Board guidelines
 - Brighton Child Protection Procedures
 - Keeping Children Safe in Education 2021
 - What to do if You're Worried a Child is Being Abused - Advice for Practitioners 2015
 - Working Together to Safeguard Children 2018
- 7.2 Creative Process staff who work unsupervised will be kept informed about safeguarding responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the training centre who rarely work unsupervised, more usually working alongside members of staff. However the DSL will ensure they are aware of the policy.
- 7.3 Any member of staff who receives a disclosure or allegation of abuse, or suspects that a learner may have suffered significant harm or be at risk of suffering significant harm, or who notices signs or indicators of abuse must make an immediate telephone report to the DSL or in their absence, the deputy. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available.
- 7.4 Options for the DSL will then include:
- a) managing any support for the learner internally via the training centre's own pastoral support processes
 - b) an early help assessment
 - c) a referral for statutory services, for example as the young person might be in need, is in need or suffering or likely to suffer harm
- 7.5 The young person concerned must be informed that this information is being passed on to the Training centre DSL who will deal with information in line with this policy.
- 7.6 If there is a referral to statutory services by telephone, the referral to local authority social services must be confirmed in writing by the end of the working day.
- 7.7 The DSL should follow up with local authority social services within 24 hours of the referral to determine the outcome of the referral and any action to be taken.
- 7.8 Creative Process is committed to sharing referral information with learner's parents/carers in accordance with the document Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018). The Training centre is mindful that information sharing will not take place if to do so will place the learner at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from local authority Children's Social Care or the police.
- 7.9 The reporting member of staff must, as soon as possible, but at the latest by the end of the working day, make a written record of the disclosure of their concerns and send it via email to the DSL who will record it in the learner's record.
- 7.10 Where concerns do not relate to the immediate risk of significant harm the designated

safeguarding coordinator will discuss the concerns with relevant colleagues and agree a plan of action which will be recorded by the designated safeguarding coordinator in the learner's notes.

- 7.11 All staff, but especially the DSL should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of young people should consider whether wider environmental factors are present that are a threat to their safety and/or welfare.

8. The Role of the Designated Safeguarding Lead (DSL)

- 8.1 It is the role of the DSL to act as a source of support and guidance on all matters of child protection and safeguarding within the Training centre. It is expected that the DSL will have a complete safeguarding picture for Creative Process and is therefore the person to whom all concerns should be reported.

- 8.2 The Designated Safeguarding Lead is responsible for:

- (a) Ensuring that all staff receive appropriate safeguarding, child protection and PREVENT training to ensure that they are up to date with current legislation, policy and practice and that all staff new to the Training centre receive the Safeguarding and Child Protection Policy in their induction pack to enable them to adhere to the Training centre policy. It is important that all staff, both teaching and non-teaching, receive training to enable them to respond sensitively and appropriately to what learners tell them.
- (b) Maintaining and updating safeguarding and child protection policies and procedures and ensuring that they disseminated and adhered to by all staff.
- (c) Ensuring that there is a system for monitoring and recording concerns about learners at an early stage which is implemented across the Training centre and adhered to by all staff.
- (d) Ensuring that all staff are aware of the need to record concerns about learners and enabling them to do this as part of an Training centre-wide process, such as in tutorial records and individual learning plans. These would include bullying, racial and radicalisation issues.
- (e) Ensuring that complete and accurate records are forwarded to receiving education providers, such as tutorial records and the individual learning plan and conversations and information sharing are started as soon as is reasonable.
- (f) Ensuring that learners, parents and carers have access to the Training centre safeguarding policies and procedures.
- (g) Clarifying to lead tutors, the senior management team and support services their role in monitoring students at risk in terms of welfare and tracking cases of concern.
- (h) Ensuring that there is a member of staff for safeguarding available on site for staff or students to discuss concerns.

9. Safeguarding Training for Creative Process Staff

- 9.1 Creative Process ensures that:

- (a) The DSL has undergone appropriate safeguarding and child protection training in accordance with Working Together to Safeguard Children 2018, the PREVENT duty and that further training is undergone every two years. The DSL will also attend appropriate training delivered by the Local Safeguarding Board to ensure that she/he is aware of current safeguarding issues and practice and that knowledge is refreshed annually.
- (b) All staff receive safeguarding, child protection and PREVENT training every year in addition to regular briefings and updates from the DSL.
- (c) All new staff and key stakeholders are given a copy of the Safeguarding and Child Protection Policy as part of the Creative Process induction process
- (d) All new staff undertake safeguarding training to equip them to carry out their safeguarding responsibilities within the Training centre.
- (e) A central record of staff training is held.

9.2 Initial training for staff will ensure that:

- (a) All staff are able to recognise possible signs and indicators of potential radicalisation in learners, particularly if the learners are vulnerable adults or have special educational needs or disabilities
- (b) All staff are able to recognise possible signs and indicators of abuse in learners, particularly if the learners are vulnerable adults or have special educational needs or disabilities
- (c) All staff know to whom they should report any concern about a learner's welfare and wellbeing and know that concerns will be taken seriously.
- (d) All staff understand the Training centre Safeguarding Policy and procedures and are clear about their statutory duties.
- (e) All staff are aware of how to manage a disclosure from a learner in order to promote the best outcomes for that learner.
- (f) All staff are aware of the importance of keeping detailed and accurate written records of any concerns about a learner.
- (g) All staff are aware of the boundaries of confidentiality and disclosure and understand when the disclosure of confidential information would be a proportional response to the need to safeguard a learner.
- (h) All staff understand that they have a duty to safeguard and promote the welfare of learners through wellbeing and enrichment activities.

10. Supporting Learners and teaching learners how to stay safe

10.1 The Training centre will promote the wellbeing of all its learners in terms of:

- (a) physical and mental health and emotional wellbeing
- (b) protection from harm and neglect
- (c) education, training and recreation
- (d) the contribution learners make to society
- (e) social and economic wellbeing

10.2 We recognise that a learner who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that a learner may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our Training centre may provide a vital source of stability in the life of learner who has been abused or is at risk of harm. We recognise that the behaviour of a learner in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

10.3 Safeguarding is promoted through a learners' course (wellbeing, enrichment and curriculum) and learners are encouraged to recognise their own responsibilities to safeguard themselves and others. Guidance and support for learners is available through a range of student support services including wellbeing sessions, student counsellors and advisors, these aims are underpinned by the following Training centre policies:

- Anti-Bullying and Harassment Policy, to include peer or peer abuse
- Complaints, Compliments and Concerns Procedure
- Health and Wellbeing Policy
- Health and Safety Policy
- Online Safety Policy

11. Professional Confidentiality

11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding.

11.2 The only purpose of confidentiality in this respect is to benefit the learner. **A member of staff must never guarantee confidentiality to a learner nor should they agree with a learner to keep a secret**, as where there is a safeguarding concern this must be reported to the designated safeguarding coordinator and may require further investigation by appropriate

authorities.

- 11.3 Staff will be informed of relevant information in respect of individual cases regarding safeguarding on a “need to know basis”. Any information shared with a member of staff in this way must be held confidentially by them.
- 11.4 Where sharing will be in the best interests of the relevant learner information will be shared with other organisations.

12. Records and Monitoring

- 12.1 Well-kept records are essential to good safeguarding practice. Creative Process is clear about the following:
- The need to accurately record any concern held about a learner within the company
 - The status of such records
 - When these records should be passed over to other agencies.
- 12.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must email the details to the designated safeguarding coordinator. All records will be dated and will include the action taken. These notes are kept in a confidential electronic learner record.
- 12.3 If a learner transfers from Creative Process, these files may be copied and forwarded to the learner’s new establishment marked confidential and for the attention of the designated safeguarding coordinator if this is deemed to be in the learner’s best interests.

13. Allegations Against Staff

- 13.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents or carers are similarly displayed when members of staff are accused of abuse
- 13.2 This guidance should be followed where it is alleged that anyone working in the training centre has behaved in a way that has harmed a young person, or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 13.3 Only authorised agencies may investigate child abuse allegations. Whilst it is permissible to ask the learner(s) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not appropriate and may prejudice investigations.
- 13.4 The member of staff against whom the allegation is made will be kept informed about the allegation and the progress of the complaint, unless to do so may cause the risk harm to the complainant.
- 13.5 If after discussion with the Safeguarding Service it is decided that a referral to local authority social services or police is not appropriate, it may still be necessary to address matters in accordance with the Training centre’s Disciplinary Policy and Procedure.

14. Learners with Special Educational Needs and/or Disabilities

- 14.1 Research suggests that learners with disabilities and/or learning difficulties are more vulnerable

to abuse. The risks may be increased by their need for practical assistance and physical dependency including intimate care, which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe, or by the increased risk that they may be socially isolated.

- 14.2 Staff who work with learners in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present and be able to pick up on any changes in behaviour or presentation that might indicate a concern

15. Contractors

- 15.1 Regular contractors who work on site will be DBS checked as part of the service level agreement between them and the Training centre and will be expected to read and adhere to this Safeguarding Policy.

16. Referral

- 16.1 If a learner discloses that they have been subjected to abuse or radicalisation, the staff member must report this to the DSL. The DSL will then respond within an hour and make the necessary referrals
- 16.2 The Training centre includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.
- 16.3 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Useful contacts

[The Portal](#) provides a single point of contact for victims and survivors of domestic or sexual abuse and violence, helping them to find the right help, advice and support. The Portal can also give advice and support to friends, families and professionals.

Tel: 0300 323 9985

Web: theportal.org.uk

[National Domestic Violence Helpline](#) (24-hour helpline)

Tel: 0808 2000 247

[Elder Abuse Response](#) raise awareness of elder abuse as well as running a Peer Support Volunteer Programme which brings older people together to support each other and a helpline.

Tel: 080 8808 8141

Web: www.elderabuse.org.uk

[Healthwatch](#) is the independent watchdog for health and social care services in Brighton & Hove. They support local individuals and communities to influence the design, delivery and improvement of local health and social care services, and enable people to make informed choices about their health and wellbeing by assisting them when they have concerns or complaints about these services.



Tel: 0300 012 0122

Web: www.healthwatchbrightonandhove.co.uk

Public Concern at Work is a whistle blowing line for staff concerned about bad practice in the workplace

Tel: 020 7404 6609

Web: www.pcaw.co.uk

Samaritans provide a 24 hour freephone line for people to confidentially talk about any issue

Tel: 116 123

Web: www.samaritans.org

Grassroots Suicide Prevention support communities to prevent suicide, one life at a time. They teach suicide alertness and intervention skills to community members and professionals, and are proudly working towards making Brighton & Hove the UK's first Suicide-Safer City. Their Stay Alive app is free to download from Google Play or Apple's App Store

Web: www.prevent-suicide.org.uk

Mental Health Line provide support and information over the phone

Tel: 0300 5000 101 (Monday to Friday 5pm to 9am, and 24 hours at weekends and bank holidays)

Saneline out-of-hours phone helpline offering practical information, crisis care and emotional support to anybody affected by mental health problems.

Tel: 0845 767 8000 (Open 12pm to 2am)

Web: www.sane.org.uk

Mind in Brighton & Hove

Promotes good mental health in Brighton & Hove and across Sussex.

Tel: 01273 66 69 50

Email: info@mindcharity.co.uk

Web: www.mindcharity.co.uk

Speak Out advocates work with individuals with learning disabilities in Brighton & Hove

Tel: 01273 421921

Email: info@bhspeakout.org.uk

NHS Carers Direct Helpline provides carers with advice to help them make decisions about their personal support needs and the needs of the person they looking after, including information about assessments, benefits, direct payments, individual budgets, time off and maintaining, leaving or going back to work or education.



Tel: 0300 123 1053

Web: www.nhs.uk/conditions/social-care-and-support-guide/pages/carers-direct-helpline

The Carers Centre provides services for carers to help them cope with their situation, get the support to which they are entitled, and to participate in the community of our city

Web: www.thecarerscentre.org

Care Quality Commission The independent regulator of health and social care in England whose role it is to make sure hospitals, care homes, dental and general practices and other care services in England provide people with safe, effective and high-quality care

Web: www.cqc.org.uk

My Life is an easy-to-use, online directory listing local Brighton & Hove and national organisations and services to support everyday living

Web: www.mylifebh.org.uk

Safe in the City The Safe in the City Partnership made up of the council's casework and projects teams and Brighton & Hove's neighbourhood policing teams. They work together with partner agencies to tackle hate incidents and anti-social behaviour, and reduce crime.

Web: www.safeinthecity.info