

Beacon Education Partnership fully recognises the contribution it can make to protect all children and support pupils in school.

There are three main elements to our safeguarding policy

Prevention: a positive learning atmosphere, teaching and pastoral support 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

Beacon's Commitment

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to
- To include activities and opportunities for learners to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including management, professional development and adult life.
- All staff, whether permanent or temporary who work with learners, will be given a written statement about policy and procedures.

"It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe." Safeguarding Children and Safer Recruitment in Education 2007

Beacon Education Partnership endeavours to establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to through pastoral support and the use of: Learning Mentor and line managers.

Framework

All learners deserve the opportunity to achieve their full potential; these are highlighted in the outcomes from Every Child Matters:

- stay safe
- be healthy
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

'Safeguarding and promoting the welfare of children – and in particular protecting them from significant harm – depends on effective working between agencies and professionals that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greater risk of social exclusion, will need coordinated help from health, education, children's social care and quite possibly the voluntary sector and other agencies, including youth police services.' Working Together to Safeguard Children 2006

This policy also applies to the protection of safeguarding adult learners.

Training and Support

- All staff in contact with learners receives basic training on Child Protection through INSET/CPD.
- Staff are kept informed on current safeguarding issues through staff meetings and newsletter (where appropriate)
- If there are concerns or queries about safeguarding issues staff must approach the designated staff with responsibility for safeguarding immediately.

Confidentiality

- We recognise that all matters relating to safeguarding are confidential.
- The head of quality will disclose any information about a learner to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard learners.
- All staff must be aware that they cannot make a promise to a learner to keep secrets
'Where concerns arise as a result of information given by a learner it is important to reassure the learner but not to promise confidentiality.'

What to do if you're worried a learner is being abused 2006 (see Appendix 2 – Additional Guidelines)

Record in writing all concerns, discussion about the learner, decisions made and the reason for those decisions. (see Appendix 3 – Safeguarding Recording and Referral Forms)

Professionals can only work together to safeguard learners if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law.

The law permits the disclosure of confidential information necessary to safeguard a learner. Disclosure should be **justifiable** in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Allegations Against Professional Carers

This school operates vetting and safe recruitment practices.

Procedures are in place to support all staff who have concerns about the conduct of any staff working for Beacon, either in a professional role or in a voluntary capacity. **See Whistle Blowing Policy.**

In the event of an allegation about the behaviour of a teacher or other professional carers Beacon will contact the appropriate authority.

In order to support vulnerable learners, Beacon:

- Encourages self esteem and motivation through, pastoral support and Learning Mentor.
- provides a positive and secure environment
- Applies a consistent approach to behaviour management, which recognises and separates the cause of behaviour from that which the learner displays. This is vital to ensure that all learners are supported within the training setting
- Fosters a commitment to develop productive, supportive relationships with employers and managers.
- Is committed to the development of a responsive and knowledgeable staff group trained to respond appropriately in safeguarding situations.

This policy should be considered alongside other related policies in school.

These are:

- Risk Assessment policy
- Monitoring Teaching and Learning code of practice
- Health and Safety Policy
- Race and Equality Policy
- Disability Policy
- Equality and diversity Policy
- Radicalisation and Extremism Prevention Policy
- Complaints Procedure
- Whistleblowing

Bullying

‘The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to learners, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which learners are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.’

Preventative Work:

As part of developing a healthy, safer lifestyle, learners should be taught:

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others that threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure
- Learners should feel valued, respected and able to discuss any concerns they have.

‘It is important to make young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe.’