

SASSOON

SAFEGUARDING POLICY

Sassoon fully recognises its responsibilities for the protection of children and vulnerable adults.

Our policy applies to all staff working with learners within Sassoon.

- All staff working on behalf of Sassoon accept responsibility for the welfare of children who come into contact with Sassoon in connection with its tasks and functions, and that they will report any concerns about a child or somebody else's behaviour, using the procedure laid down.
- Sassoon and its staff have a collective and individual duty to ensure that staff fulfil their responsibilities to safeguard and promote the welfare of learners and to prevent abuse and to report any abuse discovered or suspected; therefore annual training will be given to all Sassoon staff who come into contact with learners as part of their employment.
- Staff will be expected to comply with Sassoon's Safeguarding Code of Behaviour.
- Learners will be advised of the standards of behaviour they can expect from staff and volunteers and of what to do if they experience or suspect abuse and who they can approach if they are worried.
- The Children Act 1989 states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
- We will practice safe recruitment in checking the suitability of staff to work with children. Any member of staff applying to work directly with learners on the apprentice programme will be required to complete a Self-Disclosure Form.
- We will raise awareness of child protection issues and equipping learners with the skills needed to keep them safe.
- We will implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support learners who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which learners can learn and develop.
- In respect of safeguarding learners from radicalisation Sassoon works to the 'Prevent' element of the Government's Counter Terrorism Strategy and where appropriate seeks external support for learners through referrals to the Channel Programme.
- Sassoon reserves the right to suspend any member of staff under the Safeguarding Policy to protect learners whilst an internal and/or external investigation takes place. This may result in disciplinary action being taken against a member of staff.

We recognise that because of the day to day contact with learners, teaching staff are well placed to observe the outward signs of abuse and will therefore.

- Establish and maintain an environment where learners feel secure, are encouraged to talk, and are listened to.
- Ensure learners know that there are adults in the salon whom they can approach if they are worried.

DEFINITIONS OF ABUSE

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It may be the result of a deliberate act, but could also be caused through the omission or failure to act to protect

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effect of the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed in children and vulnerable adults. It may involve causing children or vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children and vulnerable adults. Some level of emotional abuse is involved in all types of ill treatment of a child or vulnerable adult though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of, or consents to, what is happening. It may involve physical contact, including rape or oral sex, or non-penetrative acts such as fondling. It also include non-contact activities such as involving children in watching or taking part in the making of pornographic material, or encouraging children to behave in inappropriate ways.

Neglect

Neglect is 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. It may involve failing to provide adequate food, shelter and clothing, failure to protect a child or vulnerable adult from physical harm or danger, or failing to ensure that a child gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or vulnerable adult's basic emotional needs.

Significant Harm

Some children or vulnerable adults may be in need because they are suffering or likely to suffer significant harm. The Children Act V section 47 (1) introduce the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

Financial Abuse

Some children and vulnerable adults may be abused or exploited financially including fraud and extortion.

Radicalisation/Extremism

Radicalisation is a process by which an individual (or group) adopt increasingly extreme political, social or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs'.

POSSIBLE SIGNS THAT SOMETHING MAY BE WRONG

Physical Abuse

- Unexplained injuries, particularly if they are recurrent.
- Refusal to discuss injuries.
- Admission of punishment which appears excessive.
- Fear of returning home.

- Aggression/bullying.
- Significant change in behaviour without explanation.

Emotional Abuse

- Continual self-deprecation.
- Self-harm or mutilation.
- Social isolation.
- Eating problems.
- Depression/withdrawal.
- Neurotic behaviour – obsessive rocking, thumb sucking etc.

Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Sexual awareness inappropriate to the person's age.
- Refusing to stay with certain people or go to certain places.
- Self-harm, self-destructive behaviour.
- Recoiling from physical contact.
- Changes in behaviour.

Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness/absence.
- Untreated medical problems.
- Compulsive stealing or scrounging.

Financial Abuse

- Loss of personal property.
- Lack of money to purchase basic items.
- Inadequate clothing.
- Over protection of money or property.

Radicalisation

- Views become increasingly extreme regarding another section of society or government policy.
- The individual becomes increasingly intolerant of more moderate views.
- Express a desire/intent to take part in or support extremist activity.
- Become withdrawn and focused on one ideology.
- Change of appearance, health (including mental health and isolation from family, friends, peers or social groups).

ADVICE TO STAFF ON WHEN/HOW TO TAKE ACTION

Staff may have their suspicion or concern raised in a number of ways, the most likely of which are:

- The conduct of a member of Sassoon staff
- A child disclosing abuse
- Bruising or evidence of physical hurt
- Unusual behaviour by a child

If a member of staff has such concerns they should be reported to the Designated Safeguarding Officer (DSO) – Helen Buck or the Head of Human Resources – Caroline Collins.

Concerns about a specific learner should be reported immediately by telephone and confirmed in writing within 24 hours. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much detail as possible, including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse by the learner concerned as accurately as you are able to record it. The report should be signed and dated.

If a child or vulnerable adult comes to you with a report of apparent abuse, you should listen carefully to the learner, using the following guidelines:

DO

- **Do** listen very carefully to what they tell you.
- **Do** take what is said seriously and accept what you are told.
- **Do** stay calm and reassure the individual that they have done the right thing in talking to you.
- **Do** write down as soon as you can exactly what you have been told.
- **Do** tell them that you must pass this information on but that only those that need to know will be told.
- **Do** Tell them to whom you will report the matter.

DO NOT

- Do not panic.
- Do not promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.
- Do not lie or say that everything will be fine now that they have told.
- Do not criticise the abuser, especially if it is a parent/carer.
- Do not ask lots of detailed or leading questions such as 'What did he do next?' Instead, ask open questions such as 'Anything else to tell me?' 'Yes' or 'And...?' Do not press for answers the student is unwilling to give.

The DSO will consider the report and either refer this immediately to the authorities/external agencies or, after taking appropriate advice decide not to refer the concerns to the authorities but keep a full record of the concerns.

ALLEGATIONS AGAINST STAFF

It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professional whatever the validity. There are occasions where a learner will accuse a member of staff of physically or sexually abusing them. In some cases this may be false or unfounded; however in some the allegations may be true.

Any instance of a learner being abused by a member of staff is particularly serious. On the other hand for an innocent persons to be accused of such an act is a serious ordeal which can result in long term damage to their health and career. In the event that any member of staff suspects any other member of staff of abusing a learner, it is their responsibility to bring these concerns to the DSO.

If the allegation concerns the DSO, the matter should be discussed with the Head of Human Resources.