



Off the Page Ltd.

Child Protection Policy

1. Purpose and Scope

- Off the Page Ltd. (OTP) fully recognises its responsibility under the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. It takes this responsibility seriously, considering the contact the company has with children through the educational workshops, both in school and online, that it offers. OTP is therefore committed to working in unison with the requirements of our client schools in both the public and private sectors.
- OTP ensure that all staff are familiar with the procedures for dealing with safeguarding and child protection.
- This policy should be read in conjunction with the obligations in the following government documents, which supplement this policy where applicable:
 - “Keeping children safe in education. Statutory guidance for schools and colleges.” HM Government, September 2022
 - “Effective support for children and families in Peterborough and Cambridgeshire. Guidance for all practitioners in working together with children and families to provide early help, and targeted, specialist support.” Cambridgeshire and Peterborough Safeguarding Children Board, November 2018
 - Children Acts 1989 and 2004
 - Adoption and Children Act 2002
 - Children and Social Work Act 2017
 - Education Act 2002
 - Data Protection Act 2018 (including UK GDPR)
 - Counter Terrorism and Security Act 2015
 - Equalities Act 2010
 - Cambridge and Peterborough Inter-Agency Procedures
- Non-observance of this policy and its responsibilities may result in disciplinary action.

2. Policy Statement

- OTP understands we have a duty of care that coincides with that of our client schools, including:
 - Identifying concerns early to prevent them from escalating.
 - Providing a safe environment in which children can learn.
 - Knowing what to do if a child tells us he/she is being abused or neglected, or is vulnerable.
 - Following a referral process if they have concerns.
 - Reporting concerning behaviour of any adults working with the children.
- The Company will follow the procedures set out in our client schools' safeguarding protocols.

3. Prevention Protocols

- The Company understands that any adult working with children in any capacity has a duty to keep children safe and protect them from harm – partly exercised through respectful, caring and professional relationships
- All our teachers accept that their role as a Teacher/Presenter involves responsibility and trust. They are responsible for their own actions and behaviour – both in and out of schools – and should avoid conduct that would lead to questions about motivation and intention.
- Our teachers have a duty of care for themselves and anyone who may be affected by their actions.
- As an employer, OTP has a duty of care for our teachers and staff, requiring provision of a safe working environment and guidance regarding safer working practice.
- As employers, OTP follows safer recruitment practices. All of OTP's teachers have full DBS clearance as well as full background checks, including identity checks, barred list checks and professional qualifications checks. These procedures include overseas checks for any member of teaching staff who have lived or worked overseas for six months or more in the preceding 10 years.

4. Procedure

- An OTP teacher could become concerned for the welfare of a child during one of our workshops. These concerns could include:
 - Receiving a child disclosure of abuse of any kind, including physical, emotional or sexual abuse, or neglect (See Appendix A for definitions);
 - Witnessing an incident that causes them concern; or
 - Observing evidence of physical harm outside of 'normal' parameters.
- Should a concern be raised, the OTP staff member should follow the client schools' safeguarding protocols. The steps to be taken will include:
 - Reporting the event to the class teacher and the school safeguarding officer;
 - Completing any paperwork required; and
 - Reporting the incident to the Designated Safeguarding Lead and Office Manager.
- A record will be made for future reference. In accordance with our data protection policies and the EU's General Data Protection Regulation (2016), these records will be kept securely for a period of five years, after which they will be destroyed.

5. Date of last revision and contact details:

Approved by: Craig Hatfield

Date: 10/03/2023

Review date: 31/08/2024

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Appendix A

Definitions of Five Categories of 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on the child of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.

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.

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 a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual

abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their setting's policy and procedures for dealing with it.

Emotional Abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 cyber bullying), 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, though it may occur alone.

Source: "Keeping children safe in education 2022". HM Government, 1 September 2022