

Name of Policy:	Safeguarding and Child Protection Policy (including vulnerable adults)
Last Approved:	22 May 2018
Approved By:	Corporation
Consultation	Leadership Team (LT)
LT Owner:	Assistant Vice Principal (Olwyn Benjamin)
To be reviewed	Annually, by 21 May 2019

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INTRODUCTION

Everyone has a responsibility for safeguarding children.

Safeguarding legislation and government guidance define safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Long Road Sixth Form College fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of young people and vulnerable adults and preventing their abuse.

This responsibility is more fully explained in the statutory guidance for schools and colleges "Keeping Children Safe in Education" (September 2016). All staff are made aware of their duties and responsibilities under part one of this document.

Staff sign to indicate that they have read the above document together with "What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015).

All matters relating to concerns around Safeguarding Children and Vulnerable Adults must be referred to one of the College Nominated Child Protection Officers (CPO):

Steve Dann	Olwyn Benjamin
Tina Abbott	Tanya Jones
Niamh McNabb	Karen Everitt
Tania Upton	

Child Protection is for all young people up to the age of 18. The definition of a vulnerable adult is defined in 'No Secrets' (the Government's Guidance on Adult Abuse) as: 'a person aged 18 years or over, who is in receipt of 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'.

The law requires all college staff to pass on information which gives rise to a concern about a student's welfare, including risk from neglect, physical, emotional or sexual abuse.

Through their day-to-day contact with students and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

(See Keeping Children Safe in Education, 2016, p6)

This policy sets out how the College's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of young people who are students at the College. Our policy applies to all staff, paid and unpaid, working in the College including governors. Teaching assistants, student supervisors, support staff as well as teachers can be the first point of disclosure for a student. Concerned parents/carers may also contact the College and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

- **PREVENTION** through the teaching and pastoral support offered to students and the creation and maintenance of a whole College protective ethos
- **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
- **SUPPORTING VULNERABLE CHILDREN:** those who may have been abused or witnessed violence towards others.
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The College will therefore:
- 1.2.1 establish and maintain an environment where students feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- 1.2.2 ensure students know that there are adults in the College whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- 1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- 1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- 1.2.5 Ensure there are rigorous structures in place to receive information from 11-16 schools and appropriate transition plans to support students.

2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Core Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk. The same procedures apply to both students aged 16-18 and vulnerable adults. When contact is made regarding an abuse situation to the one designated telephone number, the call is directed to either the child protection service or the adult social services department.
- 2.2 **The Designated Senior Member of Staff for safeguarding is Olwyn Benjamin.**

2.3 **The following members of staff have also received the Designated Person training Steve Dann, Olwyn Benjamin, Tanya Jones, Karen Everitt, Tina Abbott, Niamh McNabb, Tania Upton**

2.4 **The nominated governor for Safeguarding and Child Protection is Karen Everitt.**

The College will:

2.4.1 The College will appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL should take lead responsibility for safeguarding and child protection.

2.4.2 The DSL should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See Keeping Children Safe in Education, Annex B)

2.4.3 The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel DP).

2.4.4 The lead responsibility for child protection remains with the DSL and cannot be delegated.

2.4.5 The DSL and DPs should undergo the two day training provided by the Education Child Protection Service

2.4.6 This training should be updated **every two years**.

2.4.7 In addition to the formal training set out above the DSL and DPs should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually.

2.4.8 The College will also ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.

2.4.9 Keeping Children Safe in Education states “During term time the designated safeguarding lead (Or a deputy) should always be available (during school or college hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges to define what “available” means”.

2.4.10 The College will ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to both the Advice Line run by the Education Child Protection Service and Children’s Social Care. The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix B.

2.4.11 The College will consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training

2.4.12 The College will ensure every member of staff and every governor knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a pupil

- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Inter – Agency Procedures on the LSCB website

2.4.13 The College will ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. In addition all staff members should receive regular safeguarding and child protection updates as required **but at least annually**

2.4.10 The College will ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies

2.4.11 The College will ensure that parents are informed of the responsibility placed on the College and staff in relation to child protection by setting out these duties in the College prospectus and website

2.4.12 The College will ensure that this policy is available publicly via the College website www.longoad.ac.uk

2.5 Liaison with Other Agencies

The College will:

2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all students

2.5.2 co-operate as required, in line with Working Together to Safeguard Children, 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.5.3 notify the relevant Social Care Unit immediately if:

- it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a student who is subject to a Child Protection Plan
- there is any change in circumstances to a student who is subject to a Child Protection Plan

2.6 Record Keeping

The College will:

2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

2.6.2 ensure all records are kept securely, separate from the main student file, and in a locked location

2.6.3 ensure all relevant child protection records are sent to the receiving College or establishment when a student moves Colleges in accordance with the Education Child Protection Record Keeping Guidance.

2.6.4 make parents aware that such records exist except where to do so would place the child at risk of harm.

2.6.5 ensure all actions and decisions will be led by what is considered to be in the best interests of the child.

2.7 Confidentiality and information sharing

2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a young person.

2.7.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Principal. The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The College will:

2.7.3 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required. (See "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", DfE 2015)

2.7.4 ensure that the Principal or Designated safeguarding lead will only disclose any information about a student to other members of staff on a 'need to know' basis, including Domestic Violence notifications

2.7.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children

2.7.6 ensure staff are clear with students that they cannot promise to keep secrets.

2.8 Communication with Parents/Carers

The College will:

2.8.1 ensure that parents/carers are informed of the responsibility placed on the College and staff in relation to child protection by setting out its duties in the College prospectus.

2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the College believes that notifying parents could increase the risk of harm to the student or exacerbate the situation, advice will be sought from Social Care. (*Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board*)

2.8.3 ensure particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.

2.8.4 record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3.0 **SUPPORTING VULNERABLE YOUNG PEOPLE**

3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

3.2 This College may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at College their behaviour may be challenging and defiant or they may become withdrawn.

3.3 We recognise that some vulnerable children and vulnerable young adults may develop abusive behaviours and that they may need to be referred on for appropriate support and intervention.

3.4 **The College will support the student through:**

3.4.1 curricular opportunities to encourage self-esteem and self-motivation

3.4.2 an ethos that actively promotes a positive, supportive and safe environment and values the whole community

3.4.3 the College's student Code of Conduct will support vulnerable students and vulnerable young adults in the College. All staff will agree on a consistent approach, which focuses on the behaviour of the student but does not damage the student's sense of self worth. The College will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

3.4.4 Liaison with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams

3.4.5 a commitment to develop productive and supportive relationships with parents/carers

3.4.6 recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers

3.4.7 monitoring and supporting student's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Core Inter - Agency Procedures"

3.4.8 when a student who is subject to a child protection plan leaves, information will be transferred to the new College immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed

3.4.9 when a child is missing from education, the College will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

3.5 **Substance Misuse and Child Protection**

3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the College will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.6 **Children of Substance Misusing Parents/Carers**

3.6.1 Misuse of drugs and/or alcohol by parents or carers is strongly associated with Significant Harm to students, especially when combined with other features such as domestic violence.

3.6.2 When the College receives information about drug and alcohol abuse by a student's parents/carers they will follow appropriate procedures.

3.6.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.7 **Domestic Abuse**

3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

3.7.2 Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.

3.7.3 This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

3.7.4 Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

3.8 Female Genital Mutilation (FGM)

- 3.8.1 “FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways”. (Multi-agency statutory guidance on female genital mutilation, April 2016)
- 3.8.2 The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman’s first pregnancy.
- 3.8.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.8.4 It is a statutory duty for teachers in England and Wales to report ‘known’ cases of FGM in under-18s which they identify in the course of their professional work to the police. (Multi-agency statutory guidance on female genital mutilation, April 2016)
- 3.8.5 The College takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 3.8.6 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the student’s wishes.

3.9 Child Sexual Exploitation (CSE)

- 3.9.1 Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.
- 3.9.2 Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups.
- 3.9.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.9.4 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.
- 3.9.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.9.6 Colleges will complete the LSCB Child Sexual Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

3.10 Forced Marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains

with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure.

Possible Indicators of Forced Marriages

- Truancy
- Decline in performance or punctuality
- Low motivation at school
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extracurricular activities

What to do if you are concerned that a student is being forced to marry.

Immediately contact one of the designated child protection officers for Child Protection and Vulnerable Adults.

If the student insists on talking to you:

Listen to what the student has to say and write it down

Do not question apart from to clarify

Inform the student you have to talk to a senior member of staff but that it will remain within a small group of staff who can support the young person.

The designated Child Protection Officer will provide the opportunity for them to talk to the forced marriage unit on **020 7008 0151**

4.0 Peer on Peer Abuse

- 4.1 Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
- 4.2 This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.
- 4.3 Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 4.4 The college will include within the curriculum, information and materials that support children and vulnerable young adults in keeping themselves safe from abuse including abuse from their peers and online.
- 4.5 Additional guidance on sexting can be found in 'Sexting' in schools: advice and support around self-generated images - What to do and how to handle it, published by CEOP.

5.0 PREVENTION OF RADICALISATION

- 5.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them

into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

- 5.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Long Road Sixth Form College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including colleges) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside schools' duties to promote British values as a means of "building children's resilience to radicalisation".
- 5.4 Staff in colleges should be made aware of this duty.
- 5.5 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.
- 5.6 See also "Revised Prevent Duty Guidance for England and Wales" (July 2015)(paras 57-76) for duties on staff in schools.

6.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 6.1 The College will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2015) and the Local Authority's Safer Employment Policy.
- 6.2 Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The College will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 6.3 The College will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education
- 6.4 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should **not** seek to interview the student(s) or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 6.5 The College will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the College and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 6.6 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected. If the College decides that it is necessary to suspend a member of staff, the decision to suspend will be supported by a risk assessment carried out by the Principal or delegate. Any decision to suspend will be kept under continual review as the case develops.

- 6.7 Consideration must be given to the needs of the student and a recognition that a student may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.8 The College will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all students, especially those with a disability or who are vulnerable.
- 6.9 All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015).
- 6.10 The College will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 6.11 The College will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

7.0 OTHER RELATED POLICIES

Physical Intervention	Disciplinary Procedure for staff
Health and Safety	Grievance Procedure for staff
E-Safety and Acceptable Use of IT	Prevent Policy
Complaints procedure	Whistleblowing

8.0 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with children and vulnerable young adults with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The College has students with emotional and behavioural difficulties and/or challenging behaviours. The College will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

9.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 9.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of students. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- nominate a governor for safeguarding and child protection who will take leadership responsibility for the college's safeguarding arrangements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the College website.
- ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

9.2 Before and After College Activities (on or off College site)

9.2.1 For before or after College activities directly under the supervision or management of College staff, the College's arrangements for child protection as written in this policy shall apply.

9.2.2 Where services or activities are provided separately by another body, either on or off College site, the College will seek assurance through its safer recruitment and risk assessment processes that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the College on these matters where appropriate.

This policy was ratified on 22 May 2018

Signed by the Principal

Chair of Governors

Designated Person

Appendix A

Four Categories of abuse

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

Neglect - persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a student's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a student from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a student's emotional development.

It may involve conveying to a student that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the student opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on students including:

- interactions that are beyond the student's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing students to feel frightened or in danger
- The exploitation or corruption of students

Some level of emotional abuse is involved in all types of maltreatment 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 young person is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - young people in looking at, or in the production of, sexual images,
 - young people in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a young person 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.

In addition to the above legal definitions, there are specific areas identified for vulnerable adults as below:

Physical abuse

This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

Sexual Abuse

This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

Psychological Abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and Acts of Omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse

This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

Self Neglect

This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Appendix B

Useful Contacts

Education Child Protection Service Advice Line	Tel: 01223 703800
Cambridgeshire Direct Contact Centre (Social Care)	Tel: 0345 045 5203
Emergency Duty Team (Out of hours)	Tel: 01733 234724
Police Child Abuse Investigation Unit	Tel: 101 or 01480 847743
Named Senior Officer for allegations Education Adviser - Chris Meddle	Tel: 01223 703564
Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures http://www.cambridgeshire.gov.uk/lscb/	

Relevant Documents

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (March, 2015)

“Keeping children safe in education: Statutory guidance for schools and colleges” (September 2016)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March, 2015)

Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015)

‘Sexting’ in schools: advice and support around self-generated images - What to do and how to handle it, CEOP

All staff must know how to

If an allegation concerns the

Allegation

Might arise as a complaint, grievance, suspicion, concern

Principal

- Do not tell anyone, particularly the staff involved
- Take advice from the Named Senior Officer (NSO) for Education before taking action

Discussion with

Discussion between Named Senior Officer

Keep detailed

Refer back

Complex

Record and date your

The next course of action and timescales are agreed at this point. Consider also: