

Abbey Gate College
SAFEGUARDING POLICY (07a)
Whole School and EYFS



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Authorised and approved on behalf of the Board of Governors by:

Felicity Taylor

Mrs F Taylor - Chairman of the Board

Safeguarding Policy

Table of Contents:

1	Policy Statement
2	Statement of Intent
3	Definitions of Safeguarding and Types and Signs of Abuse
4	Dealing with Concerns about a Child
	4.1 Radicalisation
	4.2 Female Genital Mutilation
	4.3 Child Missing from Education
	4.4 Concerns about other staff members
	4.5 Concerns about safeguarding in College
	4.6 Peer-on-Peer allegations
	4.7 Sexting
5	Allegations of abuse against teachers and other staff
6	Safer Recruitment
7	Management and Safeguarding
	7.1 Designated Safeguarding Lead (DSL)
	7.2 Oversight of Safeguarding, including arrangements for reviewing Policies and Procedures
	7.3 College's Arrangements to fulfil other Safeguarding Responsibilities
8	Training
9	Looked After Children
10	Visiting Speakers
11	Disqualification from working in Childcare
12	Mobile Phones and Cameras
13	Prevent Duty

Appendix 1:	Key Contact Information
Appendix 2:	Signs and Types of Abuse
Appendix 3:	Actions where there are concerns about a child
Appendix 4:	Protocol where there is concern about a child being drawn into terrorism
Appendix 5:	Safeguarding Children - Key Points
Appendix 6:	Leadership and Management Safeguarding Training

1 POLICY STATEMENT

The purpose of our Safeguarding Policy and procedures is to promote the welfare of children and protect them from harm. All staff (full-time/part-time/peripatetic staff/volunteers and governors) are fully committed to the safeguarding of children and receive regular update training in safeguarding to confirm their understanding and of the policy and their respective responsibilities.

'Safeguarding' is an umbrella term encompassing the whole safety and well-being of a child (defined as being under 18 years of age) and recognises the importance of the preventative agenda and early intervention. Child protection is a part of safeguarding and promoting welfare.

This policy applies to Abbey Gate College which includes the EYFS setting. This policy is reviewed and updated annually, or as necessary given significant changes to relevant legislation or regulatory guidance, and is available on the College's website.

This policy has regard to the following guidance and advice:

Full details about each of these publications is available on the publications section of www.gov.uk

- **Keeping Children Safe in Education** (September 2016) - 'KCSIE'
 - **Disqualification under the Childcare Act 2006** (June 2006)
 - **What to do if you're worried a child is being abused: advice for practitioners** (March 2015)
 - **Working Together to Safeguard Children** (March 2015)
 - **Information sharing: advice for practitioners providing safeguarding services** (March 2015)
 - **Revised Prevent Duty Guidance for England and Wales** (July 2015)
 - ◆ The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - ◆ The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Cheshire West and Chester Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

Appendix 1 - Key Contact Information

2 STATEMENT OF INTENT

Safeguarding and promoting the welfare of children is everyone's responsibility and all staff at Abbey Gate College are aware of their duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

No single professional can have a full picture of a child's needs and circumstance. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. This policy gives guidance about actions that should be taken by staff who have concerns about a child and the role of the DSL (Designated Safeguarding Lead).

Children are made aware that they can approach staff at College at any time if they are worried. Specific staff are highlighted to pupils to ensure that they are aware that they will be listened to and early help will be provided.

3 DEFINITIONS OF SAFEGUARDING AND TYPES AND SIGNS OF ABUSE

Appendix 2 - Signs and Types of Abuse: for definitions about the types of abuse that this policy covers:

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's 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.

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children. Abuse can be:

- Physical abuse
- Emotional abuse
- Sexual abuse; and/or
- Neglect. Definitions of Safeguarding and Types of Signs of Abuse

Staff are referred to **Appendix 2 - Signs and Types of Abuse.**

4 DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- Listen carefully
- Avoid asking leading questions
- Reassure the individual that the allegation/complaint will be taken seriously

- Not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. This record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Where there is a safeguarding concern, the College will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The College operates with the best interests of the pupils at their heart.

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the College's DSL. The DSL will consider the appropriate action to take in accordance with guidelines of the LSCB. The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate.

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the College's DSL. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible.

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. (**Police non-emergency number 101**). Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

The College's Local Safeguarding Children Board is:

Cheshire West and Cheshire (**Appendix 1 - Key Contact Information**).

4.1 Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with influences such as family friends or online contacts, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately and follow the College's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism or radicalisation. In the first instance, concerns should be discussed with the DSL. Referral to Channel or children's social care may be necessary, depending on the level of risk. In an emergency situation, the police should be contacted on 999; or 101 for non-emergencies.

Staff at College, follow a training programme to be alert to recognising that pupils may be at risk of being drawn into terrorism or other forms of extremism and safeguarding arrangements are regularly revised to provide protection for pupils.

4.2 Female Genital Mutilation 'FGM':

In cases where staff discover or suspect 'FGM' this matter must be reported to the DSL and to the Police. Staff are referred to **Appendix 2 - Signs and Types of Abuse**.

4.3 Child Missing From Education:

When children who go missing from education, particularly on repeat occasions, this a potential indicator of abuse or neglect. The College will report to Cheshire West and Chester a pupil who fails to attend school regularly or has been absent from College without the College's permission for a continuous period of 10 school days or more.

The College has an Attendance Officer who follows procedures as details in the **Attendance Policy and Registration Policy**.

The College has a clear and regularly reviewed **Missing Child Policy**.

4.4 Concerns about other staff members:

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer at Cheshire West and Cheshire (LADO - Local Authority Designated Officer - See Appendix 1 for contact details). Staff may consider discussing any concerns with the College's DSL and make any referral via them.

4.5 Concerns about safeguarding practices in College:

The College aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the College's safeguarding regimes, these should be raised in accordance with the College's **'Whistleblowing Policy'**. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the College or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line - See **Appendix 1 - Key Contact Information**.

4.6 Peer-on-peer- allegations:

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault and gender based issues. Peer-on-peer abuse should never be dismissed as 'banter' or 'part of growing up'. Procedures are detailed in the College's **'Anti-Bullying Policy'** and behaviour codes.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the policies identified above.

A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation. The College will take advice from the LSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the College will ensure that, subject to the advice of the LSCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the College and advice will be sought as necessary from the LSCB and/or the Police as appropriate.

4.7 Sexting:

Sexting is the sharing of sexual, naked or semi-naked images or videos, or sending sexually explicit messages. Creating or sharing images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- Take an explicit photograph or video of themselves or a friend
- Share an explicit image or video of a child, even if it is shared between children or the same age
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of suspected sexting must be reported to the DSL. Further information about sexting is available from: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/. When dealing with issues relating to sexting, the guidelines published by UK Council for Child Internet Safety (UKCCIS) will be followed: ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by an identified adult in College and support from external agencies will be sought, as appropriate.

5 ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The College’s procedures for managing allegations against staff who are currently working in the College follows Department for Education statutory guidance and Cheshire West and Chester arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

If an allegation is made against anyone working with children in the College, the College should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

- 1 All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' - the Head. Where the Head is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
- 2 The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the College's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
- 3 The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by the children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
- 4 The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the College and shall provide them with their contact details.
- 5 The case manager will ensure that parents are informed as soon as possible and kept informed about the progress of the case, subject to any advice from children's social care or the Police.
- 6 The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or National College for Teaching and Learning should be made aware where an allegation is substantiated and the person is dismissed or the College ceases to use their services, or the person resigns or

otherwise ceases to provide their services. The College has a legal obligation to report promptly to the DBS any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the National College for Teaching and Leadership and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

- 7 On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future.

The College will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proved to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

The College's '**Staff Code of Conduct**' provides clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

In accordance with our responsibility under the Safeguarding Vulnerable Groups Act 2006 a referral will be made to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

6 SAFER RECRUITMENT

The College is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the College, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the College may undertake an online update check through the DBS Update Service.

Full details of the College's safer recruitment procedures for checking the suitability of staff is set out in the Colleges '**Safer Recruitment Policy**'.

The College's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure that all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the College.

7 MANAGEMENT AND SAFEGUARDING

The Key Contacts List - gives information about DSL and DDSL (Deputy Designated Safeguarding Lead - the person to whom reports should be made in the absence of the DSL).

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the College. The DSL's responsibility is to maintain an overview of safeguarding within the College, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the College's policies and procedures in practice. The DSL works with the Governors and the Head to review and update the College's Safeguarding Policy. Where a pupil leaves the College, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible.

The DSL regularly reviews the College's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

During term time, the Designated Safeguarding Lead - DSL (and/or DDSL - Deputy Designated Safeguarding Lead) will be available (during College hours) for staff in College to discuss any safeguarding concerns. Contact information for out of hours/out of term activities will be provided to activity leaders as appropriate.

7.1 Designated Safeguarding Lead (DSL)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in Cheshire and West Chester approach Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. DDSL is trained to the same level.

7.2 Oversight of Safeguarding, including arrangements for reviewing policies and procedures

Safeguarding Governor (**Appendix 1 - Key Contact Information**) is the board-level lead designated to take a lead in relation to responsibility for safeguarding arrangements in the College.

A review of the College's Child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. An annual audit is carried out. The College draws on the expertise of staff, including the DSL, in shaping the College's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the College will work with the Local Authority Designated Officer (LADO - **Appendix 1 - Key Contact Information**) to determine whether there are any improvements to be made to the College's procedures or practice to help prevent similar events in the future.

7.3 The College's Arrangements to fulfil other Safeguarding Responsibilities:

The College's Board of Governors ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHEE (Personal, Social, Health, Economic Education).to help children to adjust their behaviours in order to reduce risks and build resilience, including radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the College's PSHEE programme and is reinforced in through assemblies and Form Time activities.

The College has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The College uses Policy Central whereby alerts are reported to key staff and necessary follow-up action taken. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further details of the College's approach to online safety can be found the '**E-Safety Policy**'. This also covers details about the use of mobile technology in school and the College's IT arrangements to ensure that children are safe from terrorists and extremist material when accessing the internet through the College's systems.

8 TRAINING

All staff will be provided with copies of documentation below and induction training that includes:

- The Safeguarding policy - including information about the identity and role of the DSL and DDSL.
- The Staff Code of Conduct
- A copy of Part 1 of KCSIE
- School leaders and staff who work directly with children will also be required to read Annex A of KCSIE 2016.
- Where relevant - Completion of Disqualification by Association declaration.

Staff are also required to:

- Read Part 1 of KCSIE and sign to confirm that they have done so. Each time Part 1 of KCSIE is updated by the DoFE, staff will be updated on the changes.
- Understand key information contained in Part 1 of KCSIE. The College will ensure staff understanding by requesting a signature after time has been given to read and query any content.
- Receive training in safeguarding and child protection regularly in line with advice from Cheshire West and Chester Board. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. The College provides these via staff meetings and emails.

9 LOOKED AFTER CHILDREN

A designated member of staff would be given responsibility for the welfare and progress of children who are looked after by a local authority and staff would be provided with appropriate skills, knowledge and understanding necessary to keep them safe.

10 VISITING SPEAKERS

The College's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British values.

The College is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the College. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the College may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the College site, will be signed into the premises, and be supervised by a College employee. On attending the College, visiting speakers will be required to wear a visitor's badge.

11 DISQUALIFICATION FROM WORKING IN CHILDCARE

Where staff work in, or are involved in the management of the College's Early Years or provision of care of pupils under the age of eight, the College will take steps to check whether those staff are disqualified under the Childcare act 2006, including by association with others. This forms part of the College's safer recruitment practices, further details can be found in '[Safer Recruitment Policy](#)' check correct title.

The College records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

The College will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the College is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the College became aware of it.

The College will only notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Disqualification from Association:

Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

Where a member of staff is found to be disqualified, including by association, or if there is doubt over that issue then, pending resolution, the College will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be automatic response; the College will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

12 MOBILE PHONES AND CAMERAS

The College has an '**E-Safety Policy**' and '**Staff Code of Conduct**' in relation to the use of ICT and the protection of children.

Written permission is given by parents on admission of a child to the College to enable photographs to be used in the promotion of the College. Children in the EYFS at the Infant and Junior School have their photographs taken to provide evidence of their achievements for developmental records. Staff, visitors, volunteers and students are not permitted to use their own mobile phones or cameras to take or record any images of EYFS children for their own records during session times.

- Under the Data Protection Act 1998, the College seeks parental consent to take photographs and use video recorders.
- Photographs will be stored on the school network which is password protected.
- The College's digital camera/s or memory cards must not leave the setting except when pupils are on trips and visits.
- The EYFS digital camera is kept securely in the Foundation classroom.
- All staff who teach EYFS have access to the digital camera.
- Photos are printed in the setting by staff and images are then removed from the camera's memory.
- Photographs may be taken during indoor and outdoor play and displayed in albums or a child's development records for children and parents/carers to look through.
- Often photographs may contain other children in the background.
- Staff must not use any device other than school cameras/devices to take photographs or videos.
- Events such as: Sports day, outings, Christmas and fundraising events may be recorded by video and photographs by staff and parents/carers, but always in full view of all attending.

- Occasionally, photographs of children taking part in activities may be used in promotional material.
- Many mobile phones have inbuilt cameras so staff mobiles should be turned off whilst with the pupils and should be left with personal belongings where possible.
- Visitors may only use their phones outside the College buildings.
- Cameras and mobile phones are prohibited in the toilets and changing areas.
- In cases of a personal emergency, all personal calls should be directed through the College office phone.

13 PREVENT DUTY

From July 2015, all schools, registered early years childcare providers and registers later years childcare providers (referred to in this advice as 'childcare providers) are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the 'Prevent Duty'.

Children will be provided with a safe space in which to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and, through the promotion of fundamental British values, will be given opportunities (through PSHEE; Assemblies; Form Time discussions) will be able to explore and discuss different views.

All staff will be alert to their responsibilities to enable an appropriate and proportionate response and will refer concerns to the SPOC - Single Point of Contact. (**Appendix 1 - Key Contact Information**). These responsibilities are reinforced in the training that staff receive and the updates/refresher courses undergone.

Very young children may be vulnerable to radicalisation by others, within the family or outside, and display concerning behaviour.

Appendix 1

Key Safeguarding Contact Information

Abbey Gate College Contacts for Safeguarding:

Designated Safeguarding Lead (DSL)

Single Point of Contact (SPOC)

Nerys Moses - 01244 332077 - nerys.moses@abbeygatecollege.co.uk

Deputy Designated Safeguarding Lead (DDSL)

Louise Poyser - 01244 332077 - louise.poyser@abbeygatecollege.co.uk

Governor with Safeguarding Responsibility

Joanne Lucy - 01244 332077 - joanne.lucy@aol.com

Prevent Governor

Felicity Taylor - 01244 332077 - felicitytaylor1@me.com

LSCB - Local Safeguarding Children's Board

i-ART (Integrated Access and Referral Team)

Wyvern House

Winsford

Cheshire

CW7 1AU

Email: i-ART@cheshirewestandchester.gov.uk

Office hours: 0300 123 7047

- 8.30am - 5pm (Monday - Thursday)
- 8.30am - 4.30pm (Friday)

Out of hours: 01244 977 277 - Emergency Duty Team (EDT)

- 4.30pm - 8.30am (Monday - Thursday)
- From 4pm (Friday)
- 24 hours weekends and bank holidays

Gill Frame

LSCB Independent Chair
Local Safeguarding Children Board
Council Offices
2nd Floor, 4 Civic Way
Ellesmere Port
CH65 0BE

Tel: 0151 356 6614

Allegations Management: Local Authority Designated Officer (LADO)

Referral process: www.cheshirewestlscb.org.uk
www.safeguardinglado@cheshirewestandchester.gcsx.gov.uk
LADO contact: 0151 337 4570

Cheshire Police: 0845 458 0000 (999 in an emergency)

National Organisations/Support

Department for Education

Non Emergency Number: 020 7340 7264

NSPCC Whistleblowing Advice Line

Weston House
42 Curtain Road
London
EC2A 3NH

Tel: 0800 028 0285

Disclosure and Barring Service

PO Box 181
Darlington
DL1 9FA
Tel: 01325 953795
Email: dbsdispatch@dbs.gsi.gov.uk

National College for Teaching and Leadership

53-55 Butts Road
Earlsdon Park
Coventry
CV1 3BH
Tel: 0207 593 5393
Email: misconduct.teacher@education.gov.uk

OFSTED Safeguarding Children
Mon - Fri: 8am to 6pm
Tel: 0300 123 4666
Email: Whistleblowing@ofsted.gov.uk

Useful Websites

Cheshire West and Chester Local Safeguarding Children Board:
www.cheshirewestscb.org.uk
Government publications: www.gov.uk
Child Exploitation Online Protection Centre: www.ceop.gov.uk
Childline: www.childline.org.uk
NSPCC: www.nspcc.org.uk
Young Minds: www.youngminds.org.uk
www.counter-extremism@education.gsi.gov.uk

APPENDIX 2

SIGNS AND TYPES OF ABUSE

All College staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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 cyberbullying), 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, 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 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 sexually inappropriate ways, or grooming a child 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.

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 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.

Specific Safeguarding Issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation' forced marriage; gangs and youth violence; gender based violence/violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

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. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even were a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation.

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home later; and
- Children who regularly miss school or education or do not take part in education.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM forced marriage, and practices such as breast ironing.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Indications that a girl has been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may look uncomfortable.

- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (eg withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate College Safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the College's safeguarding procedures.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. If staff are concerned they should discuss with the DSL.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with influences such as family friends or online contacts, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately and follow the College's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism or radicalisation. In the first instance, concerns should be discussed with the DSL. Referral to Channel or children's social care may be necessary, depending on the level of risk. In an emergency situation, the police should be contacted on 999; or 101 for non-emergencies.

Staff at College, follow a training programme to be alert to recognising that pupils may be at risk of being drawn into terrorism or other forms of extremism and safeguarding arrangements are regularly revised to provide protection for pupils.

Special Educational Needs and/or Disabilities: Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- Assumption is that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Children who go missing from School: A child going missing from school is a potential indicator of abuse or neglect. All unexplained absences from College will be investigated. (see **Missing Child Policy**).

The College shall inform the local authority of any pupil who is going to be added to or deleted from the College's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration)(England) Regulations 2006 (as amended). This will assist the local authority to:

- a) Fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) Follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

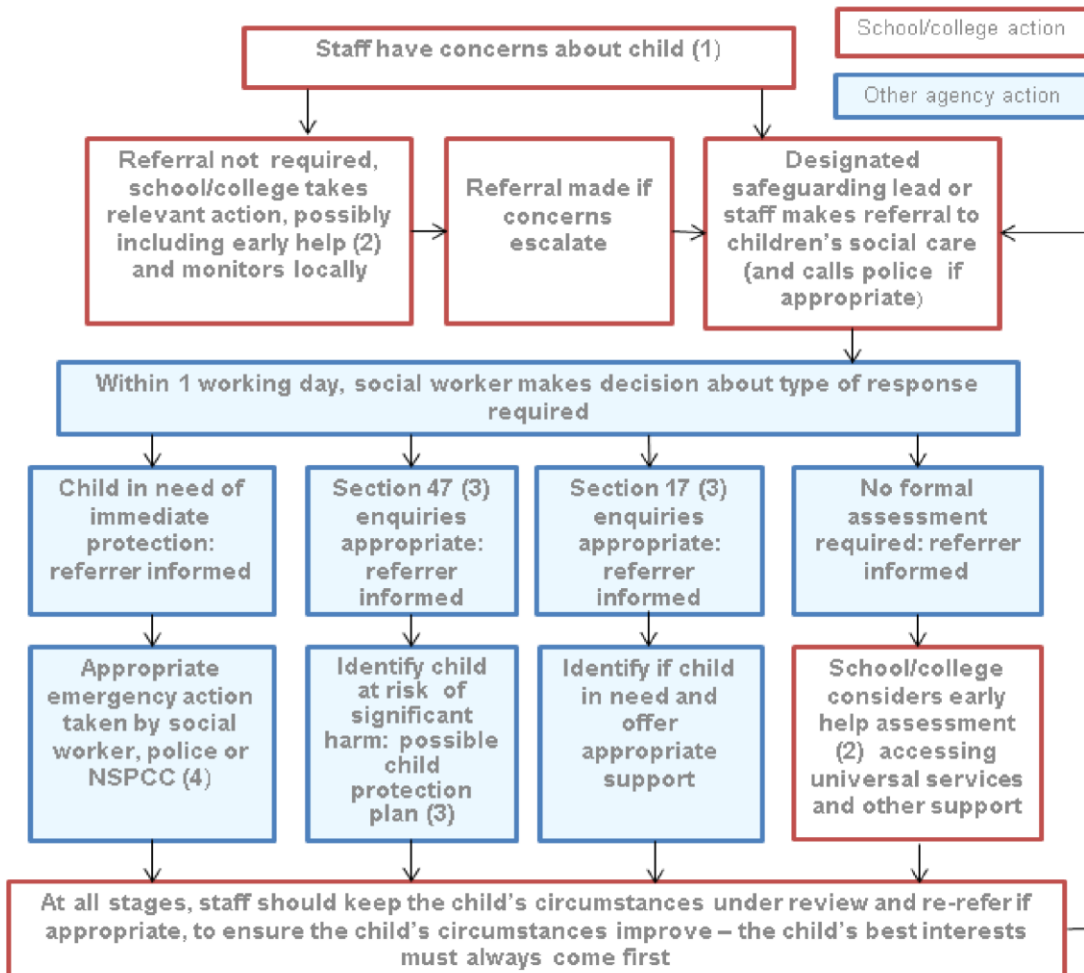
School attendance registers are carefully monitored to identify any trends. The College will inform the local authority of any pupil who fails to attend school regularly or has been absent without the College's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the College and the local authority.

Action should be taken in accordance with his policy if any absence of a pupil from the College gives rise to a concern about their welfare.

APPENDIX 3

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate and serious harm to a child, a referral should be made to children’s social care.

Actions where there are concerns about a child



APPENDIX 4

Where there is concern about a pupil who is identified as being vulnerable to terrorism.

Member of staff to inform SPOC (DSL) as soon as possible



The SPOC, in consultation with the Head and Prevent Governor will agree if the situation warrants a referral to the LSCB or if continued monitoring should take place.



If required, the LSCB will be contacted and advice sought regarding further action to be taken.



If required, either the Local Police Terrorism Branch or Channel will be contacted. Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorism related activity which aims to:

Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity, and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.



If parents raise concerns, the SPOC will put them into contact with the relevant Police Counter Terrorism Branch or the LSCB, whichever seem to most relevant to the case.

APPENDIX 5

SAFEGUARDING CHILDREN - KEY POINTS

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused or neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding Policy; copies of which are available on SharePoint; on the College's web site. Printed copies can be provided on request.

In addition, the following key points give a guide on what to do and not to do:

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass it to the Designated Safeguarding Lead - DSL (Nerys Moses - 4189).
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas or what might have happened eg 'did he do X to you?' Just ask, 'what do you want to tell me?' or 'Is there anything else you want to say?'
5. Immediately tell the DSL unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Head Teacher, you should report your concerns to the Chair of Governors - Mrs Felicity Taylor.
6. Discuss with the DSL whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Authority Designated Officer (LAD) or Children's Social Care Officers and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
8. As soon as possible (and certainly the same day) the DSL, or the Chair of Governors (where the allegation is against the Head Teacher), should refer the matter to The Local Authority Designated Officer (LADO) or the Contact and Referral Team (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.
9. **Never** think abuse is impossible in your own organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

APPENDIX 6

Leadership and Management in Safeguarding Training

NAME	ROLE	TRAINING RECEIVED	TRAINING DUE
Nerys Moses	Head of Pastoral	Level 3 - Feb 16	Feb 18
Louise Poyser	DDSL		
Tracy Pollard	Head	Level 3 - Oct 16	Oct 18
Marie Hickey	Head I&J	Level 3 - Fe 16	Feb 18
Joanne Lucy	Lead Governor	Level 3 - Feb 17	Feb 19
Giles Osmond	Assistant Governor	Level 3 - Oct 16	Feb 18
Judith Gallagher	Senior Teacher I&J	Level 3 - Feb 16	Feb 18
Sarah Tomlins	EYFS Teacher	Level 3 - Jan 17	Jan 19
Carole Houghton	Assistant Head Sixth Form	Level 3 - Jun 17	Aug - 19
Corinna Travis	Teacher I&J	Level 3 - Nov 16	Nov 18