

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



**Reviewed: September 2020 (HNM/TP)**

**Governor Review: September 2020 (AG/SG)**

**Next Review: September 2021 (HNM/TP)**

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

**Mr Andrew Grime - 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
	4.8 Child on child sexual violence and sexual harassment
	4.9 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
	4.10 Mental Health
	4.11 Children potentially at greater risk of harm
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
	7.4 Alternative Provision
	7.5 Private Fostering
	7.6 Host Families
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
- Appendix 7: Job Descriptions: DSL/DDSL
- Appendix 8: Flowchart of when and how to share information

## 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 of the policy and their respective responsibilities.

Safeguarding relates to:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical 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.

‘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](http://www.gov.uk)

- **Keeping Children Safe in Education** (September 2020) - ‘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)
  - **National Police Chiefs’ Council - ‘When to call the police’.**
  - **Working Together to Safeguard Children** (September 2018 - updated September 2019)

- **Information sharing: (2018)**
- **Prevent Duty Guidance: for England and Wales (July 2015)**
- **Revised Prevent Duty Guidance for England and Wales (March 2016)**
  - ◆ The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - ◆ The use of social media for on-line radicalisation (July 2015)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018).
- **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (published 27 March 2020 - withdrawn 31 July 2020. Safeguarding and remote education during coronavirus (COVID-19).**
- **Preventing and Tackling Bullying**
- **Mental Health and Behaviour in Schools**
- **Public Health England guidance: Promoting children and young people’s emotional health and wellbeing.**

This policy also takes into account the procedures and practice of Cheshire West and Chester Local Authority - Cheshire West and Chester Safeguarding Children Partnership in line with Working Together 2018. We recognise the importance of our role in contributing to multi-agency working and will be fully engaged, involved and included with other agencies in the interests of our pupils in line with 'Working Together - 2018.

### **Appendix 1 - Key Contact Information**

## **2 STATEMENT OF INTENT**

Safeguarding and promoting the welfare of children in 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) and DDSL (Deputy Designated Safeguarding Lead).

All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they might be expected to play in such assessments. Section 17 of the Children Act 1989 states that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far as it is consistent with that duty, to promote the upbringing of such children by their families. Section 47 is initiated to decide whether and what type of action is required to safeguard and promote the welfare of a child who is suspected of, or likely to be, suffering significant harm.

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:

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). Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of College and from other contexts. 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 (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 either to the Police (**Police non-emergency number 101**) or to our local children's social care - i-ART Team (**Appendix 1 - Key Contact Information**). Other cases would be discussed with the Cheshire West and Chester Safeguarding Children in Education Team where appropriate routes for support would be considered eg TAF (Team Around the Family).

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 where gaining consent might place a child at risk. (See Appendix 8: Flowchart of when and how to share information). If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

When a child is not in immediate danger but there is a general concern about the child, this should be alerted to the DSL/DDSL through a conversation. If it is necessary to use email or teams to raise the concern, the messages should not mention the pupil's name but raise the alert for the necessity for there to be a conversation. Confidentiality, care and consideration should be given when using internal systems of communication when raising concerns.

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. There will be a differentiated approach between action taken for those children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Any child may benefit from early help, but all College staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;

- Is frequently missing/goes missing from care or home;
- Is misusing drugs or alcohol;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- Has returned home to their family from care.

Within College, all staff are aware that children with SEN and disabilities are more prone to peer group isolation than other children and provide additional support for these pupils.

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.

Wherever possible, there should be a conversation with the DSL (Designated Safeguarding Lead - or DDSL (Deputy Designated Safeguarding Lead), who will help staff decide what to do next.

Options include:

- Managing any support for the child internally via the College's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, as in the child is in need or suffering or likely to suffer harm.

In considering the options available, the College will ensure that the pupil's wishes and feelings are taken into account. The College operates with the best interests of the pupils at their heart.

In the first instance, staff (including governors, agency staff and volunteers) who consider that a pupil may benefit from early help should discuss this with the Colleges DSL. The DSL will consider the appropriate action to take in accordance with guidelines of the Cheshire West and Chester Safeguarding Children Partnership. The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. The DDSL (Deputy Designated Safeguarding Lead) should be referred to in the absence of the DSL. In the event of neither of these staff being available, there should not be a delay in taking appropriate action. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care (Appendix 1 - Key Contact Information). In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for

assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Where staff are involved in such cases, information will be recorded and stored confidentially within pupil's safeguarding file and in line with the College's data protection policies.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

#### 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':

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.

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 a pupil's return.
- \* A pupil is reluctant to undergo medical examination.

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.

In cases where staff discover or suspect 'FGM' this matter must be reported to the Police and the DSL. 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**.

The College will hold a minimum of 2 emergency contact numbers for each pupil.

#### 4.4 Concerns about other staff members:

If staff members have concerns about another staff member, then this should be referred to the Head.

Where there are concerns about the DSL (Designated Safeguarding Lead), these should be made to the Head without the DSL being informed.

Where there are concerns about the Head, this should be referred to the Chair of Governors without the Head being informed.

#### 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:

All staff should be aware that safeguarding issues can manifest themselves through peer on peer abuse. This is most likely to include, but may not be limited to, physical abuse, bullying (including cyberbullying), sexual violence, sexual harassment, sexting (youth-produced sexual imagery), Initiation/hazing type violence and rituals; up-skirting. 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. Records of allegations of peer-on-peer abuse will be kept on the relevant pupils' file and/or the safeguarding file.

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 SCP 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 SCP, 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 SCP 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/](http://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.

If a child discloses concerns about peer on peer abuse, this should be treated by staff as any other safeguarding issues. Staff should not promise confidentiality, listen carefully, be non-judgemental and make notes as soon as possible during/after the disclosure. This should be reported to the DSL (DDSL). Staff should not view or forward illegal images of a child.



#### 4.8 Child on child sexual violence and sexual harassment

In cases of alleged child on child sexual violence and sexual harassment, College will follow Government advice as published in 'Sexual violence and sexual harassment between children in schools and colleges' May 2018. Response will be on a case-by-case basis and support will be sought from children's social care and the police if required. Staff will respond to concerns as with all other safeguarding issues. Following a report of sexual violence, the DSL (or DDSL) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

Regardless of whether a child is convicted of a crime or not, all the children involved should be protected.

#### 4.9 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and occur where an individual or a group takes advantage of the imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This is not just restricted to age, but can also include gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. This type of abuse can be perpetrated by individuals or groups, males or females, and children or adults as one-off incidents or repeated over time. Victims can be exploited even when activity appears to be consensual and is not restricted to children from special economic backgrounds.

#### 4.10 Mental Health

Mental health awareness is a priority at Abbey Gate College with a significant number of staff being trained as Mental Health First Aiders. This enables staff to be aware that mental health problems, in some cases, can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately training professionals would diagnose mental health problems, staff are well placed to observe children and identify mental health concerns that are treated as safeguarding matters and take immediate action by speaking to the DSL or DDSL (Designated Safeguarding Lead/Deputy Designated Safeguarding Lead).

#### 4.11 Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged. The DSL will hold and use information so that decisions can be taken in the best interests of the child.

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

**Staff** (including supply staff and volunteers) must adhere to the College's **Code of Conduct** in relation to the nature of their behaviour towards pupils. Guidelines are given to staff for the protection of pupils and themselves. The **Code of Conduct** gives specific information in relation to specialist settings and these include specific types of activity, involving 1:1 Lessons for music and SEND which must always be timetabled and approved by parents. Rooms in which 1:1 lessons take place should either have vision panels in the door or their doors left ajar when in use.

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 supply staff and 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 may pose a risk of harm if they were to work regularly or closely with children.  
Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse will 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 (LADO) 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 'LADO' 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 and Teaching Regulation Agency 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 Teaching Regulation Agency 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. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency publish information about an investigation or decision in a disciplinary case.

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. A history of repeated concerns or allegations which have all been found to be

false, unsubstantiated or malicious should also not be included in any reference. 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.

### Supply Teachers

Whilst the College may not directly employ supply teachers, any allegations made against a supply teacher would be dealt with properly and, should there be safeguarding concerns, this would be referred to the local authority designated officer (LADO) to determine a suitable outcome. If the supply teacher is engaged through an agency, they would be fully involved and co-operate in enquiries from the LADO, police and/or children's social services.

## 6 SAFER RECRUITMENT

The College is committed to ensuring that it never knowingly employs to work with children if they are 'disqualified' from doing so and it therefore follows government guidelines in its 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. If not available at the time of appointment the school will do a separate 'barred list' check and put necessary supervision methods in place until original DBS certificate is seen. 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 College's '**Safer Recruitment Policy**' which conforms to the requirements of KCSIE 2020. Those staff trained in Safer Recruitment can be found in **Appendix 6**.

The College's has 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.

In line with our commitment to '**Working Together to Safeguard Children**' the DSL/DSL will liaise, as appropriate, with the three safeguarding partners (local authority, chief officers of policy and clinical commissioning groups). Reference will also be made to NPCC - When to Call the Police - ([npcc.police.uk](http://npcc.police.uk)).

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. A copy is retained by the College and the original file is posted using a secure and 'signed-for' postal service.

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 other staff as appropriate.

The DSL will ensure that a pupil's child protection file is transferred to their new school or college should they move on. A copy is retained by the College and the original file is posted using a secure and 'signed-for' postal service.

### 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, promotion of on-line safety, 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.

#### **Deputy Designated Safeguarding Lead (DSL)**

The DSLs will be trained to the same advanced level as the DSL and will have the understanding and skills to enable them to take a leading role in the absence of the DSL. There is a DSL at both the Senior School and the Infant and Junior School.

#### **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. Meetings are held termly to consider all safeguarding matters.

A full 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:

Safeguarding and the Data Protection Act 2018 - GDPR: Information that is held for safeguarding purposes, including information which is sensitive and personal, should be treated as 'special category personal data'. Safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data. This includes allowing the sharing of information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected to gain consent, or if to gain consent would place that child at risk.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The College's Board of Governors ensures that all pupils are taught about safeguarding, including on-line safety, 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. Full details are available in our **PSHEE & RSE Handbook**.

Internet safety is an integral part of the College's PSHEE programme and is reinforced in through assemblies and Form Time activities. Pupils are provided with information about when and how to seek support and are made aware of key organisations such as CEOP and Thinkuknow.

Through our PSHEE programme, pupils are also taught about safeguarding through Relationships Education (primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education. 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.

#### 7.4 Alternative Provision

When using alternative providers, the College continues to be responsible for the safeguarding of pupils and will be satisfied that the provider meets the needs of the pupil. College will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment

#### 7.5 Private Fostering

Staff should be alert to, and, when it comes to their attention report, to the local authority, information that suggests that a child is being privately fostered. This occurs when a child, under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home for more than 28 days.

#### 7.6 Host Families

Host families can be used to accommodate children on sports or language exchanges. When the arrangements are made directly between two families which accept responsibility, this can be considered to be a personal arrangement and outside the scope of regulated activity. However, where the family is paid, the arrangement to accommodate a child is not made by the child's family, or the school has the power to terminate the arrangement, it is unlikely to be a personal arrangement and could constitute a regulated activity and so a DBS check, including barred list information, is obtained in respect of the responsible adult(s) and suitable records kept.

Where children are being hosted in homestays arranged by another school in the UK, the hosting school will be responsible for completing appropriate vetting checks. Such checks are not available for overseas visits however there will be close work with the partner school to ensure that appropriate assurances are obtained before a visit takes place.

## 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
- All staff will be required to read and confirm they have done so - Part 1 KCSIE 2020.
- The E-Safety Policy.
- The ICT acceptable user policy
- Whistleblowing policy
- Health and safety Manual
- Behaviour Policy
- Where relevant - Completion of Disqualification by Association declaration.
- Help in understanding roles and responsibilities
- Information about emergency evacuation procedures

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, emails and online training.

## 9 LOOKED AFTER CHILDREN

A designated member of staff would be given responsibility for the welfare and progress of children who are looked after, or who have been previously 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. This forms part of the College's safer recruitment practices, further details can be found in '[Safer Recruitment Policy](#)'.

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.



### Disqualification from Association:

Staff who are disqualified, 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, 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. College's digital camera should be used for this purpose. Staff, visitors, volunteers and students are **not** permitted to have their own mobile phones or cameras in EYFS.

- 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. Staff are not permitted to use personal mobile phones to record images of EYFS children.
- 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 (Revised March 2016), 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’. College is committed to completing risk assessments where there are concerns; working in partnership with LSCB; continue to train staff to ensure that there continues to be vigilance and that IT policies and procedures are maintained and updated regularly in recognition of children’s vulnerability to extremism.

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) 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. Risk assessments will be carried out where there are concerns and College is committed to work in partnership with the SCP.

#### Appendix 1 - Key Safeguarding Contact Information

Abbey Gate College Contacts for Safeguarding			
Role	Name	Number	Email address
<b>Designated Safeguarding Lead (DSL) Single Point of Contact (SPOC)</b>	Nerys Moses	01244 332077	<a href="mailto:nerys.moses@abbeygatecollege.co.uk">nerys.moses@abbeygatecollege.co.uk</a>
<b>Deputy Designated Safeguarding Lead (DDSL) based at Senior School</b>	Louise Poyser	01244 332077	<a href="mailto:louise.poyser@abbeygatecollege.co.uk">louise.poyser@abbeygatecollege.co.uk</a>
<b>Deputy Designated Safeguarding Lead (DDSL) based at I&amp;J School</b>	Marie Hickey	01244 569280	<a href="mailto:marie.hickey@abbeygatecollege.co.uk">marie.hickey@abbeygatecollege.co.uk</a>

<b>Governor with Safeguarding Responsibility</b>	Sean Gardner	01244 332077	<a href="mailto:sean.gardner@abbeygatecollege.co.uk">sean.gardner@abbeygatecollege.co.uk</a>
<b>Prevent Governor</b>	Sean Gardner	01244 332077	<a href="mailto:sean.gardner@abbeygatecollege.co.uk">sean.gardner@abbeygatecollege.co.uk</a>

### LSCB - Local Safeguarding Children's Board

<b>Emergency Numbers</b>		
<b>POLICE</b>	Cheshire Police	0845 458 0000 (999 in an emergency)
<b>SOCIAL SERVICES</b>	- i-ART (Integrated Access and Referral Team) Wyvern House Winsford Cheshire CW7 1AU	Office hours: 0300 123 7047 <ul style="list-style-type: none"> <li>• 8.30am - 5pm (Monday - Thursday)</li> <li>• 8.30am - 4.30pm (Friday)</li> </ul> Out of hours: 01244 977 277 Emergency Duty Team (EDT) <ul style="list-style-type: none"> <li>• 4.30pm - 8.30am (Monday - Thursday)</li> <li>• From 4pm (Friday)</li> <li>• 24 hours' weekends and bank holidays</li> </ul> Email: <a href="mailto:iART@cheshirewestandchester.gov.uk">iART@cheshirewestandchester.gov.uk</a>

<b>Non-Emergency Numbers</b>	
Cheshire West and Cheshire - Safeguarding Children in Education Team - SCIE  SCIE Team 2nd Floor, Civic Way Ellesmere Port CH65 0BE	Tel: 0152 356 6843
Cheshire West and Chester Safeguarding Children Partnership  Civic Way Ellesmere Port Cheshire Shared Services CH65 OBE	<a href="mailto:SCP@cheshirewestandchester.gov.uk">SCP@cheshirewestandchester.gov.uk</a>

<b>Allegations Management: Local Authority Designated Officer (LADO)</b>	Referral process: <a href="mailto:SCP@cheshirewestandchester.gov.uk">SCP@cheshirewestandchester.gov.uk</a>  <a href="http://www.safeguardinglado@cheshirewestandchester.gesx.gov.uk">www.safeguardinglado@cheshirewestandchester.gesx.gov.uk</a>
<b>Cheshire Police:</b>	0845 458 0000 (999 in an emergency)

### National Organisations/Support

<b>Department for Education</b>	Non-Emergency Number: 020 7340 7264
<b>NSPCC Whistleblowing Advice Line</b> Weston House 42 Curtain Road London EC2A 3NH	Tel: 0800 028 0285 Email: <a href="mailto:help@NSPCC.org.uk">help@NSPCC.org.uk</a>
<b>Disclosure and Barring Service</b> PO Box 181 Darlington DL1 9FA	Tel: 01325 953795 Email: <a href="mailto:dbsdspatch@dbs.gsi.gov.uk">dbsdspatch@dbs.gsi.gov.uk</a>
<b>Teaching Regulation Agency</b> Ground Floor South Cheylesmore House Quinton Road Coventry CV1 2WT	Tel: 02075935393 Email: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	Mon - Fri: 8am to 6pm  Tel: 0300 123 4666 Email: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>

### Useful Websites

Cheshire West and Chester Local Safeguarding Children Board:  
[www.cheshirewestscb.org.uk](http://www.cheshirewestscb.org.uk)

Government publications: [www.gov.uk](http://www.gov.uk)

Child Exploitation Online Protection Centre: [www.ceop.gov.uk](http://www.ceop.gov.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.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.

**County Lines:** where vulnerable people are exploited to become involved in transporting illegal drugs within the uk.

**Domestic Abuse:** any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

**Homelessness:** being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

**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.

**Child Criminal Exploitation (CCCE):** where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity. Indicators can be:

- Unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- 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 late; and
- Children who regularly miss school or education or do not take part in education.

**So Called 'Honour Based' Abuse :** 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.

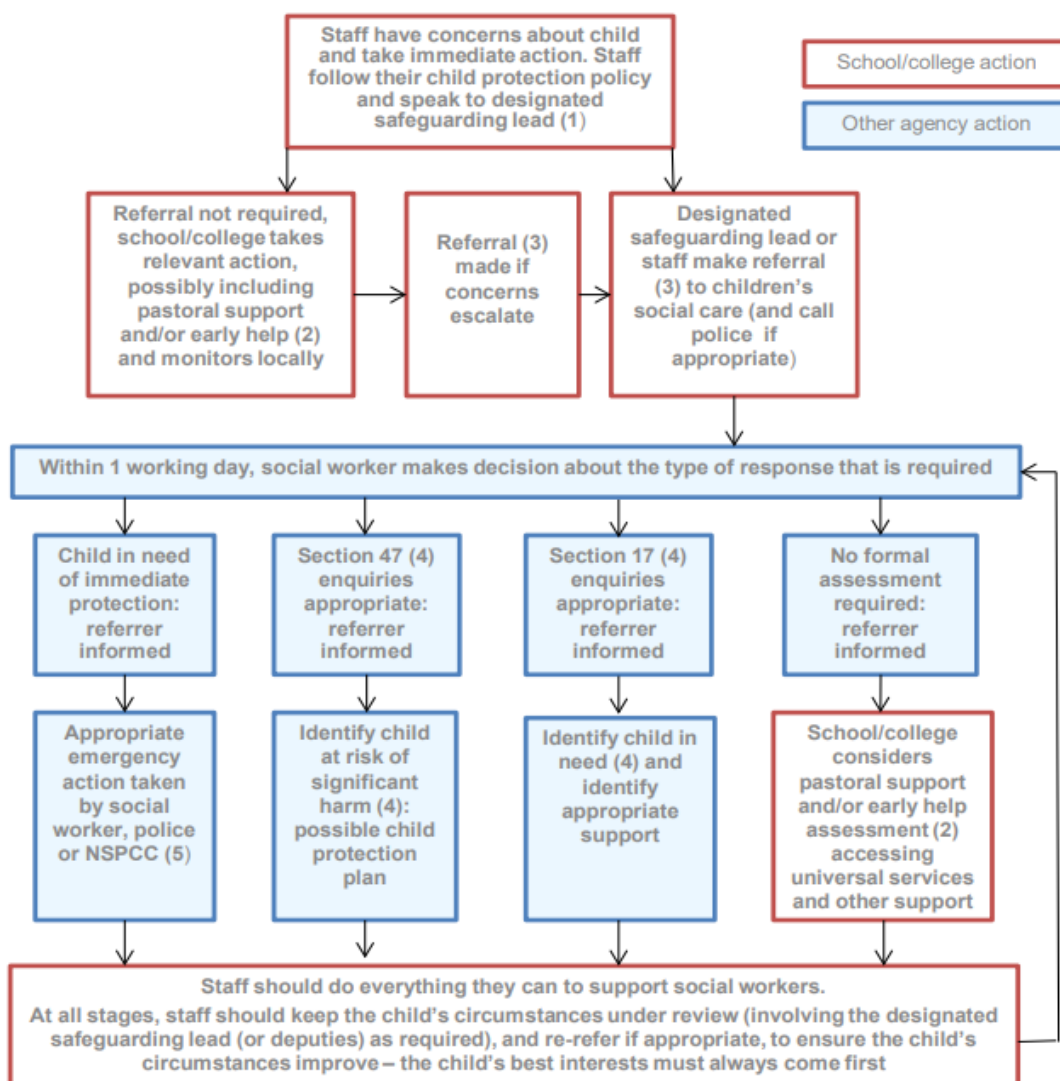
**Upskirting:** It is a criminal offence for someone to take a picture under a person's clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).



## 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. References in the footnotes refer directly to the Keeping Children Safe in Education 2020 document.

### Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

## 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 SCP or if continued monitoring should take place.



If required, the SCP 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 SCP, 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 (LADO) 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 DSL	Level 3 - Feb 20	Feb 22
Louise Poyser	DDSL	Level 3 - May 17	June 21
Tracy Pollard	Head	Level 3 - 30 Nov 18	Nov 20
Marie Hickey	Head I&J and DSL for EYFS	Level 3 - Jan 18	Covid extension
Sean Gardner	Lead Governor	Pending	
Sarah Tomlins	EYFS Teacher	Level 3 - 30 Nov 18	Nov 20
Corinna Travis	DDSL I&J	Level 3 - 30 Nov 18	Nov 20
Rebecca Upton	HR & Compliance Manager	Level 3 - Feb 20	Feb 22
Zoe Leonard	Head of Year 7	Level 3 - Mar 19	Mar 21

### Safer Recruitment - Safeguarding Training

NAME	ROLE	TRAINING RECEIVED	TRAINING DUE
Nerys Moses	Head of Pastoral DSL	October 2019	October 2021
Calum Yusuf	Estates Manager	October 2019	October 2021
Tracy Pollard	Head	October 2019	October 2021
Marie Hickey	Head I&J and DSL for EYFS	October 2019	October 2021
Gavin Allmand	Deputy Head	October 2019	October 2021
Mike Booth	Director of Teaching and Learning	October 2019	October 2021
Andy Green	Director of Studies	October 2019	October 2021
Rebecca Upton	HR & Compliance Manager	October 2019	October 2021

Rachel Kennedy	Director of Finance and Operations	October 2019	October 2021
Tim Stanley	Governor	October 2019	October 2021
Sean Gardner	Chair of Safeguarding Committee (Governor)	October 2019	October 2021
Richard Flood	Governor	October 2019	October 2021

## **APPENDIX 7**

### **Job Description - Designated Safeguarding Lead**

- This role will be fulfilled by an appointed appropriate member of the Leadership Team.
- The DSL should take lead responsibility for safeguarding and child protection.
- The DSL will have appropriate status and authority within the College to carry out the duties of the post.
- Time, funding, resources and support will be provided to the DSL to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so – and to contribute to the assessment of children.
- The DSL will understand the importance of information sharing, both within school, with LSPs, other agencies, organisations and practitioners.
- Record keeping will be in accordance with the College's data handling policies.
- A Deputy Designated Safeguarding Lead will be appointed to support.
- Whilst the activities of the designated safeguarding lead can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead.

### **Key Tasks:**

#### **Manage Referrals**

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a concern about radicalisation
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required and
- refer cases where a crime may have been committed to the Police as required.

#### **Work with Others**

The DSL will liaise with the Head to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations:

- as required, liaise with the 'case manager' and the LADO where cases concern a staff member
- act as a source of support, advice and expertise for staff.
- attend Governors Safeguarding Committee.
- attend update meetings of SCP.

## **Training**

- The DSL will undergo training to ensure the knowledge and skills required to carry out the role are refreshed and updated as required.
- Advanced training should be updated at least every two years.
- The DSL should undertake Prevent awareness training.
- In addition to formal training, the DSL will ensure that knowledge and skills are updated and refreshed at least annually so they:
  - (i) Understand the assessment process for providing early help and intervention.
  - (ii) Have a knowledge of how local authorities conduct a child protection case conference and attend and contribute if required to do so.
  - (iii) Ensure that all members of staff have access to and an understanding of the College's policy and procedures for safeguarding pupils.
  - (iv) Understand the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
  - (v) Understand the importance of sharing information with relevant agencies.
  - (vi) Understand and support College with regards to requirements of Prevent Duty.
  - (vii) Understand the unique risks associated with online safety and requirements to keep children safe whilst they are online at College.
  - (viii) Are alert to specific needs of children with SEN and disabilities (SEND), those with special educational needs and young carers.
  - (ix) Are able to keep detailed, accurate, secure written records of concerns and referrals and are able to support staff in the protection of children.
  - (x) Obtain access to resources and attend any relevant or refresher training course.
  - (xi) Encourage a culture of listening to children and taking account of their wishes and feelings.

## **Raising Awareness**

The DSL should:

- Ensure that the Safeguarding Policy is known, understood and used appropriately within College.
- Ensure that the Safeguarding Policy is reviewed annually and to work with the Nominated Safeguarding Governor to make appropriate amendments.

- Ensure that the Safeguarding Policy is available to parents and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
- Help to promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, have experienced, with teachers and leaders.
- Transfer child protection files to new schools or Colleges. In addition to the child protection file, the DSL should also consider sharing appropriate information with new school or college in advance of a child leaving if this will allow a new setting to continue to support victims of abuse.



## **Job Description - Deputy Designated Safeguarding Lead**

Deputy Designated Safeguarding Lead is expected to support the DSL and lead in the absence of the DSL in the following areas:

- Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them.
- Contribute to the school safeguarding policy and review process.
- Understand the policy and procedures in relation to record keeping.
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are shared with the head teacher and DSL and are stored securely.
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

### **Making Referrals**

- Recognise how to identify signs of abuse and understand when and how to make a referral.
- Respond appropriately and promptly to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- Multi Agency working - When the DSL is unavailable attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings.

### **Work with Others**

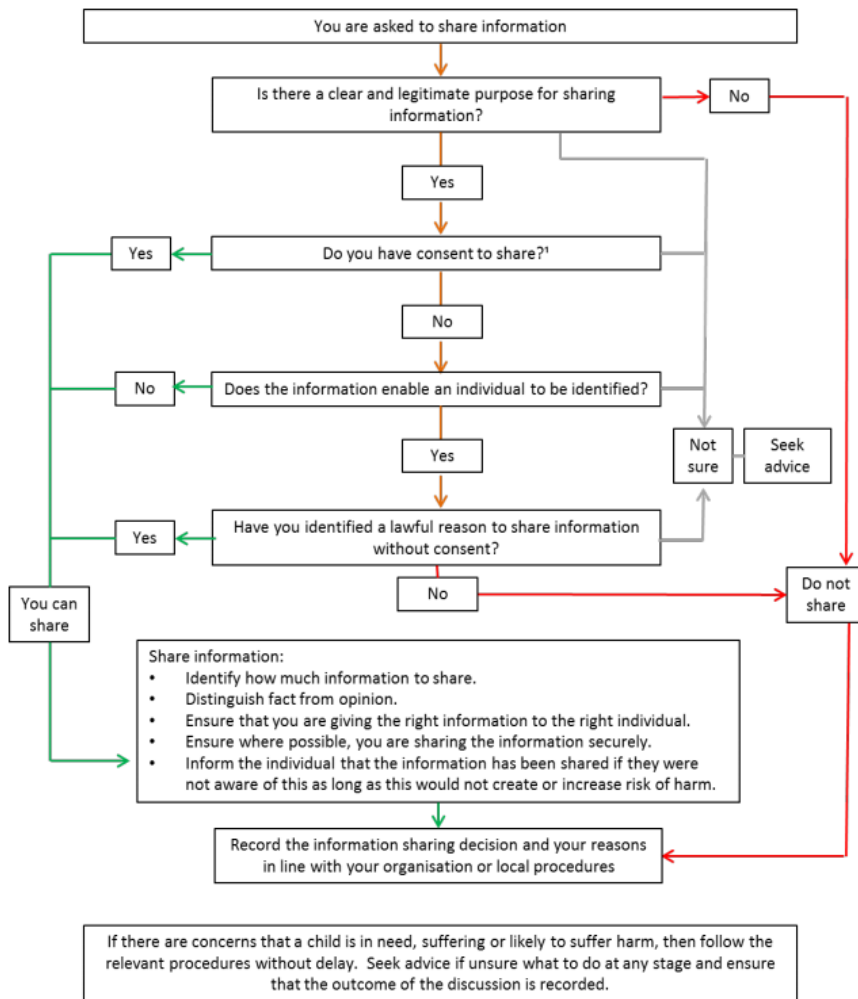
- The DDSL will liaise with the DSL to inform him/her of issues. act as a source of support, advice and expertise for staff.
- attend Governors Safeguarding Committee meetings.
- attend update meetings of SCP.

### **Training:**

- The DDSL will undergo training to ensure the knowledge and skills required to carry out the role.
- Advanced training should be updated at least every two years.
- The DDSL should undertake Prevent awareness training.
- In addition to formal training, the DDSL will ensure that knowledge and skills are updated and refreshed at least annually.
- Contribute to safeguarding training of others as appropriate.

## APPENDIX 8

### Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time