

Safeguarding and Child Protection Policy

Version 2

This policy applies to all NCLT institutions.

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1.0 Policy Statement and Principles

This policy is one of a series in the Trust's integrated safeguarding portfolio. (e.g. staff code of conduct, safer recruitment, whistle blowing, missing from education, allegations against staff, bullying, student behaviour, E-safety, IT acceptable use, complaints, first aid, disciplinary, risk assessments for educational visits, single central record etc.) It should be considered alongside Health and Safety legislative requirements.

The Trust's safeguarding arrangements are inspected by Ofsted under the judgement 'Safeguarding – Is it effective?'.

1.1 Our Core Safeguarding Principles

- The Trust's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer young people make more successful learners.
- Representatives of the college/school community will be involved in policy development and review.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The college/school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

1.2 Child Protection Statement

- 1.2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment maintaining a culture of vigilance, where students are respected and valued. We will act quickly and follow our procedures to ensure students receive early help and effective support, protection and Justice.

If you have a query/complaint regarding this policy, please see contact details for staff at New College Pontefract, New College Doncaster, New College Bradford or Wingfield Academy.

New College Pontefract

Queries - Please contact Jo Holden Assistant Principal Tel No: 01977 802719 Email: joanne.holden@nclt.ac.uk

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685 Email: lauren.walker@nclt.ac.uk

New College Doncaster

Queries - Please contact Helen Jackson, Vice Principal Tel No: 01302 976777 Ext 689 Email: Helen.jackson@nclt.ac.uk

Complaints - Please contact Lauren Walker Director of HR Tel No: 01977 802685 Email: lauren.walker@nclt.ac.uk

New College Bradford

Queries - Please contact Jaz Qadri, Assistant Principal Tel No: 01274 089153 Email: jaz.qadri@nclt.ac.uk

Complaints - Please contact Lauren Walker Director of HR Tel No: 01977 802685 Email: lauren.walker@nclt.ac.uk

Wingfield Academy

Queries – Please contact Lindsay Wootton Ashforth Director of Safeguarding Tel No: 01709 513002 Email: lwo@nclt.ac.uk

Complaints - Please contact Lauren Walker Director of HR Tel No: 01977 802685
Email: lauren.walker@nclt.ac.uk

1.3 Policy Aims

1.3.1 The Policy aims are:

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the Trust's commitment with regard to child protection to students, parents and other partners
- To contribute to the Trust's safeguarding portfolio

1.3.2 The procedures contained in this policy apply to all staff, board of directors/advisory group and are consistent with those of the Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedure, Doncaster Safeguarding Children Board, Bradford Safeguarding Children Board and Rotherham Safeguarding Children Board.

1.3.3 Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, college/school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in college/school when they are in distress or at risk. It is vital that college/school staff are alert to the signs of abuse, both inside and outside the college/school and understand the procedures for reporting their concerns. The college/school will act on identified concerns and provide early help to prevent concerns from escalating.

1.4 Terminology

Child/Children – includes everyone under the age of 18.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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. It can also include issues such as health and safety, use of reasonable force, meeting the needs of students with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

Child protection – refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Staff – refers to all those working for or on behalf of trust and its colleges or school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Parent – refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

Designated Officer – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Wakefield's/Doncaster children social care/Family services.

WDSCB – Wakefield District Safeguarding Children Board -strategically oversee and scrutinise safeguarding in the district.

DSCB – Doncaster Safeguarding Children Board - Strategically oversee and scrutinise safeguarding in the district.

BDSC – Bradford Safeguarding Children Board - Strategically oversee and scrutinise safeguarding in the district.

RSCB – Rotherham Safeguarding Children Board - Strategically oversee and scrutinise safeguarding in the district.

Signs of Safety – a new approach to family intervention work in Wakefield /Doncaster/Bradford/Rotherham.

DSL – Designated Safeguarding Lead.

HSB – Harmful Sexual Behaviour

2.0 Safeguarding Legislation and Guidance

2.1 Education Act

2.1.1 Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2.1.2 Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

2.2 Counter Terrorism and Security Act

2.2.1 Section 26 Applies to schools and other providers; to have due regard to the need to prevent people being drawn into terrorism

2.3 Serious Crime Act

2.3.1 Includes the mandatory reporting of FGM.

2.4 Statutory Guidance

2.4.1 Working Together to Safeguard Children

This covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools. <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

2.4.2 Keeping Children Safe in Education

Is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools.

College means further education and sixth form colleges under the Further and Higher Education Act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff should read Part One of this guidance

2.5 Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism. <https://www.gov.uk/government/publications/prevent-duty-guidance>

2.6 Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.7 Safeguarding Guidance for schools during Coronavirus

Guidance for schools Coronavirus

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

2.8 Supporting Students' Wellbeing

<https://www.gov.uk/guidance/supporting-pupils-wellbeing>

2.9 Parental Advice Supporting Wellbeing

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

2.10 Safeguarding and Remote Education

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

2.11 Implementing Protective Measures in Education Settings

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

3.0 Roles and Responsibilities

3.1 Pontefract

Role	Name	Contact Details	
		Email	Tel
The designated safeguarding lead (DSL) for child protection (member of senior management)	Jo Holden	joanne.holden@nclt.ac.uk	01977 802719
Deputy DSL/Safeguarding Assistant	Sophie Egan	sophie.egan@nclt.ac.uk	01977 802810
Principal	Vicky Marks	vicky.marks@nclt.ac.uk	01977 802784
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.2 Doncaster

Role	Name	Contact Details	
		Email	Tel
The designated safeguarding lead (DSL) for child protection (member of senior management)	Helen Jackson	Helen.jackson@nclt.ac.uk	01302 976777 Ext 689
Deputy DSL	Kimberly Goodwin	Kimberly.goodwin@nclt.ac.uk	01302 976777 Ext 440
Principal	Brendon Fletcher	Brendon.fletcher@nclt.ac.uk	01302 976777 Ext 686
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.3 Bradford

Role	Name	Contact Details	
		Email	Tel
The designated safeguarding lead (DSL) for child protection (member of senior management)	Jaz Qadri	Jaz.qadri@nclt.ac.uk	01274 089153
Deputy DSL	Fozia Nazneen	fozia.nasneen@nclt.ac.uk	01274 089189 Ext 115
Principal	Stuart Nash	stuart.nash@nclt.ac.uk	01977 802706
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.4 Wingfield

Role	Name	Contact Details	
		Email	Tel
The designated safeguarding lead (DSL) for child protection (member of senior management)	Lindsay Wootton Ashforth	lwo@nclt.ac.uk	01709 513002
Deputy DSL	Maureen Connolly	mco@nclt.ac.uk	01709 513002
Headteacher	Phil Davis	pda@nclt.ac.uk	01709 513002
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.5 The Trust and its Colleges/School will ensure that every member of staff:

- Understands part 1 of KCSIE 2021 and the proposed Keeping Children Safe in Education 2021 changes including the mandatory reporting duty.
- Knows the name of the designated person and his/her role and responsibility.
- Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Will receive information at the point of induction so that they know:
 - Their personal responsibility/code of conduct/teaching standards.
 - WSCB/DSCB/BDSCB/RSCB child protection procedures and know how to access them.
 - Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse and neglect.
 - The need to be vigilant in identifying cases of abuse at the earliest opportunity.
 - How to support and respond to a child who discloses significant harm (either actual or likely).
- Knows their duty concerning unsafe practices, in regard to children, by a colleague.
- The designated person will disclose any information about a student to other members of staff on a need to know basis.
- Undertakes appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.

- Ensures that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understands Ofsted grade descriptors in relation to personal development, behaviour and welfare of students.
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use. (This is carried out through internet security systems and alerts around inappropriate usage sent to the Trust IT Manager, who will then liaise with the DSL in the college/school concerned)

The Trust and its colleges/school will ensure all staff are 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 they might be expected to play in such assessments.

3.6 Trust Safeguarding Lead Responsibilities

- Ensure the safeguarding and child protection policy is updated in line with yearly KSCIE changes.
- Ensure the Safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Trust.
- To provide advice and guidance to senior leaders and provide them with regular reports, information and data relating to safeguarding across the Trust.
- To work in partnership with the Trust's partner agencies regarding safeguarding strategy, policy and practice.
- To take responsibility for keeping up to date with relevant research and developments related to safeguarding and applying it to practice.
- Ensure staff are made aware of changes to the safeguarding and child protection policy and their roles and responsibilities.
- Meet with Designated Safeguarding Leads on a regular basis, review cases and offer support, advice and guidance where necessary.
- Ensure staff across the Trust have received appropriate safeguarding training and this is regularly updated where necessary.
- Ensure consistency of approach across the Trust safeguarding and counselling staff.

3.7 DSL Responsibilities

Managing referrals

- Refer cases of suspected abuse to the local authority children's social care as required/support staff who make referrals to local authority children social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required/support staff who make referral to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the police as required.
- Liaise with the Principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.

- As required liaise with the “case manager” (as per Part 4) and the LADO/designated officer(s) at the local authority for child protection concerns in cases which concerns a member of staff.
- Liaise with staff (especially pastoral staff IT Technicians, SENDCo) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

3.8 Training

3.8.1 The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

3.8.2 The designated safeguarding lead will undertake Prevent awareness training.

3.8.3 In addition to the formal training set out above their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up to date with any developments relevant to their role.

3.8.4 DSL should attend appropriate training carried out annually and:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Trust’s child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations – GDPR.
- Understand the importance of information sharing, both within college/school and with their safeguarding partners, other agencies, organisations and practitioners.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the college/school with regards to the requirements of the Prevent duty and are able to provide advice and guidance and support staff on protecting students from the risk of radicalisation.
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep students safe whilst they are online at college/school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college/school may put in place to protect them.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that students, including students with a social worker, are experiencing, or have experienced, with teachers and college/school leadership staff. Their role could include ensuring that the colleges or school, and their staff know who these students are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that students in this group may face and the additional academic support and adjustments that they could make to best support these students.

3.9 Raising Awareness

The designated safeguarding lead should:

- Ensure the Trust's policies are known and used appropriately
- Ensure the Trust's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Advisory Group and Board of Directors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Trust in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where students leave the Trust ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

3.10 Deputy Designated Safeguarding Leads

- 3.10.1 The Trust and its colleges/school will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable.
- 3.10.2 This person should have the status and authority within the college/school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- 3.10.3 Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.
- 3.10.4 Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

3.11 The Board of Directors ensures that the Trust and its Colleges/School:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.

- Nominates a Safeguarding Governor/Director.
- Complies with their duties under legislation - including the Prevent Duty 2015, SEND and use of reasonable force.
- Contributes to interagency working and plans including information sharing.
- Takes into account Local Authority procedures.
- Has a nominated governor/Director (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the Principal.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to, and followed by, all staff.
- Has an appropriate response to children who go missing from education particularly on repeat occasions and informs and report to the Local Authority when required. Ensure where possible the college/school holds more than one emergency number for students.
- Appoints a DSL who is a member of the senior leadership team, trained annually and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding.
- Has ensured the Trust has a clear system and process for mental health concerns.
- Has evidence of the child voice and that there are systems in place for feedback and students' views.
- Appoints a designated Looked After Children (LAC) teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs, including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other children. Procedures are in place for referral to the disclosure and barring service (DBS).
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Principal, receive information about the colleges' safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- The Board of Directors/Advisory Group should have child protection training every three years on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the Trust's/colleges'/school's safeguarding arrangements.
- In the event of allegations of abuse being made against the Principal, these should be handled by the CEO.
- Under no circumstances should the Board of Directors/Advisory Group be given details of individual cases. Board of directors/advisory group members may however be provided with a report at the end of the academic year outlining the number of cases dealt with and other statistics which do not identify students.
- Board of Directors will ensure that appropriate internet filter and appropriate web use monitoring systems are in place. Students should not be able to access harmful or inappropriate material from the college IT system. Incidents will be fed back where necessary to the Directors and Advisers.

3.12 The Advisory Group will ensure that:

- The college/school has a child protection policy in place together with a behaviour policy and procedures in accordance with LA/LSCB guideline.
- The college/school operates a safer recruitment procedure and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- The college/school has at least one member of the Senior Leadership Team (SLT) designated to lead on child protection issues and at least one designated officer.
- It reviews its policies/procedures annually and provides information to the LA.
- Advisors undertake annual training with the Trust Safeguarding Lead.

3.13 The Principal/Headteacher must:

- ensure that the child protection policy and code of conduct are implemented and followed by all staff.
- Allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Liaise with the Designated Officer where an allegation is made against a member of staff.
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- undertake training at least every three years in safeguarding and child protection.
- ensure that the college/school has a clear line of accountability in their individual college/school for the management and supervision of safeguarding and child protection; to ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of students in order that staff members feel able to raise concerns about a student
- ensure that each college/school within the Trust adheres to Safer Recruitment Procedures in line with the Trust's Safer Recruitment policy and ensure that appropriate checks are carried out on all members of staff and volunteers.

3.14 In College/School Procedures for Protecting Children

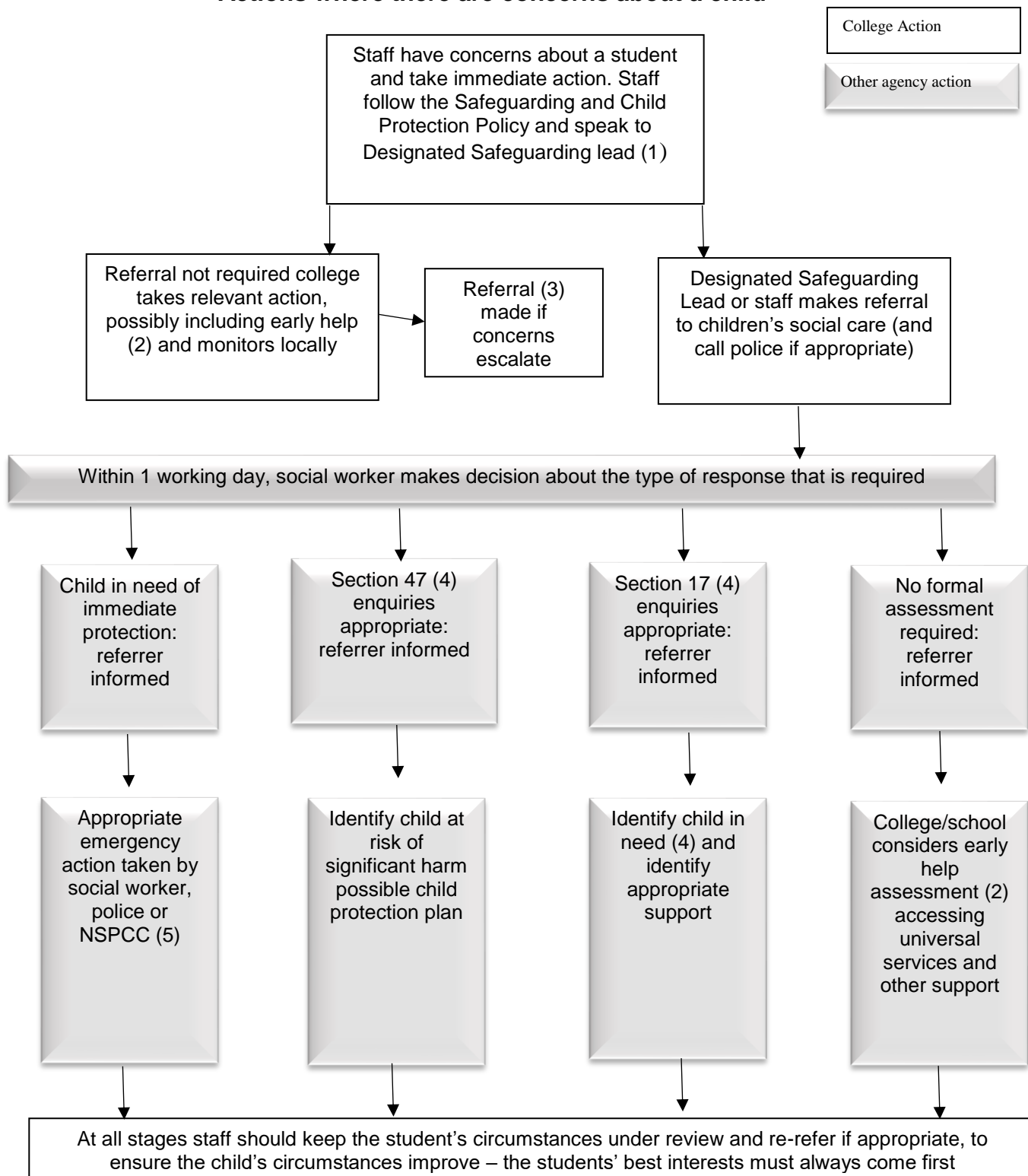
3.14.1 All staff will:

- Be familiar with the Trust's Child Protection Policy including issues of confidentiality.
- Understand that it is everyone's responsibility to safeguard students and that students have the right to be protected from harm.
- Be alert to signs and indicators of possible abuse.
- Record concerns on Cedar/CPOMS using the appropriate safeguarding thread.
- Deal with disclosures of abuse from a student in line with recommendation within this policy.
- Receive appropriate safeguarding and child protection training, which is regularly updated.
- Never promise to keep a secret or confidentiality where a student discloses abuse.
- Be aware of the early help process and understand their role within this.

- Be subject to Safer Recruitment processes and appropriate checks whether they are new staff, supply staff, contractors or volunteers.

4.0 Actions Flowchart

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member the principal should be notified. Where allegations are against them, this must be dealt with by the CEO.
- (2) Early help means providing support as soon a problem emerges at any point. Where a student 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 local authority's referral process. 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 purpose of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in chapter one of Working together to safeguard children.
- (5) This could include applying for an Emergency Protection Order (EPO).

5.0 Out of Hours Concerns

- 5.1 Should staff members have concerns around a student outside of normal college/school hours they are to log this on Cedar/CPOMS as a safeguarding thread and this will be picked up within 24 hours by a member of the safeguarding team.
- 5.2 If these concerns are serious such as a threat to life, please contact your line manager by phone as a matter of urgency who will then ensure this information is directed to the DSL by either emailing the SLT email address or contacting a member of the SLT by phone.
- 5.3 Social services/MASH for all local authorities have direct contact numbers for each DSL should they need to contact the DSL outside of normal college hours or during the holidays.

5.4 Parents/carers/Guardians

- 5.4.1 We do not expect staff to respond to any emails/calls outside of normal working hours. Those staff members who have a work mobile phone such as Progress Tutors/Study Support will only be able to answer calls during normal college/school hours and in term time.
- 5.4.2 Should you have concerns around a student please ensure that these are directed to agencies who will have staff available when college/school is closed.

Wakefield Social Care Direct - 0345 850 3503
Doncaster Social Care – 01302 796000
Bradford Social Care Direct - 01274 42870
Rotherham Social Care Direct – 01709 336080

If there is a direct threat to life then please call 999

6.0 Good Practice Guidelines and Staff Code of Conduct

- 6.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.
- 6.2 To meet and maintain our responsibilities towards students we need to agree standards of good practice, which form a code of conduct for all staff. Good practice includes:
- Treating all students with respect.
 - Being alert to changes in students' behaviour and to signs of abuse and neglect.
 - Recognising that challenging behaviour may be an indicator of abuse.
 - Setting a good example by conducting ourselves appropriately, including online.
 - Involving students in decisions that affect them.
 - Encouraging positive, respectful and safe behaviour among students, including challenging inappropriate or discriminatory language or behaviour.

- Avoiding behaviour or language that could be seen as favouring students.
- Avoiding any behaviour that could lead to suspicions of anything other than a professional relationship with students.
- Reading and understanding the Trusts Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying behaviour and inappropriate IT/social media use.
- Asking the students permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with, and between, students. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when students are present.
- Being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force only as a last resort and in compliance with college/school procedures.
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care.
- Following the Trusts' rules with regard to communication with students and use of social media and online networking.
- Avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with students.

6.3 Early Help

6.3.1 All staff should be prepared to identify students who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in student's time with us at college/school.

6.3.2 Any child may benefit from early help but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited.
- Has a family member in prison, or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.

- Has returned home to their family from care.
- Is at risk of 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

6.3.3 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 student does not appear to be improving or is getting worse

6.4 Contextual Safeguarding

6.4.1 All staff need to ensure that they are considering the context within which such incidents and/or behaviours occur. Safeguarding incidents and or behaviours can be associated with factors outside the college/school and/or occur between students outside of the college/school. It is crucial to consider wider environmental factors that may be present that are a threat to their safety and/or welfare.

6.5 Transporting Students

6.5.1 In general staff will not transport students in their own vehicles. If it is necessary, staff will ensure they have business insurance, ensure the student is in the back seat wearing a seatbelt and that other staff have been advised of departure and arrival times.

7.0 Working with Parents/Carers and Other Agencies to Protect Students

7.1 Involving Parents/Carers

- Parents should be aware that the Trust and its colleges/school will take any reasonable action to safeguard the welfare of its students. In cases where the Trust/college has reason to be concerned that a student may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the LSCB Procedures.
- In general, we will discuss concerns with parents/carer before approaching other agencies and will seek consent to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule is that when a member of staff has reasonable cause to believe that informing the parents/carers of a referral to another agency may increase the risk of significant harm.
- Parents and carers are informed of the Trusts' Child Protection Policy via each college's/school website and parents/carers can also receive a paper copy of this policy for their reference.

7.2 Multi - Agency Work

- The Trust and its colleges/school work in partnership with other agencies in the best interest of the students. Each college/school will, where necessary, liaise with universal, targeted and specialist services and make referrals to social service

teams. Where a student already has a social worker, the Trust will immediately contact the social worker involved, or in their absence the team manager.

- We will co-operate with social services in accordance with the requirements of the Children Act and allow access to student and child protection records for them to conduct section 17 or section 47 assessments.

8.0 Abuse of Position of Trust

- 8.1 All Trust staff are aware what constitutes inappropriate behaviour towards students and that all such behaviour is unacceptable; their conduct towards students must be beyond reproach.
- 8.2 In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the former is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

9.0 Children Who May Be Particularly Vulnerable

- 9.1 Some students may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.
- 9.2 To ensure that all of our students receive equal protection, we will give special consideration to children who are:
- Missing education/missing from education.
 - Disabled or have special educational needs.
 - Young carers.
 - Looked after children.
 - Privately fostered children.
 - Affected by domestic abuse.
 - Affected by substance misuse/drug use.
 - Affected by mental health issues including self-harm and eating disorders.
 - Affected by poor parenting.
 - At risk of fabricated or induced illness.
 - At risk of gang and youth violence.
 - Asylum seekers.
 - Living away from home.
 - Vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
 - Live transient lifestyles.
 - LGBT (lesbian gay bisexual transgender).

- Missing from home or care.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Vulnerable to extremism or radicalisation.
- Vulnerable to faith abuse.
- Involved directly or indirectly in child sexual exploitation (CSE) or trafficking.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM).
- At risk of forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

9.3 Special Educational Needs

9.3.1 We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as “part of the disability”. Additional time and communication means will be in place to allow children to communicate effectively with staff and extra consideration will be given if using restraint.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

9.3.2 SEN students are offered transitional support to ensure a smooth transition from primary/ high school. They are also allocated where necessary a study support worker/key worker and also have a designated progress tutor who will address any concerns throughout the year and provide support.

10.0 Emotional Health and Wellbeing

10.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

10.2 Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community (World Health Organisation)

10.3 In an average classroom three students will be suffering from a diagnosable mental health condition. (See 10.1) Only appropriately trained professionals can diagnose mental health problems but staff in the Trust are well placed to identify behaviour that may suggest an issue.

10.4 If staff have concerns about the mental health of a student they will speak to relevant staff including if necessary the DSL.

10.5 We understand the impact that the global pandemic of coronavirus will have on our staff and students. At our Trust we aim to promote positive mental health for every member of our staff and student body as well as to respond to mental ill health. We will ensure emotional support is provided, especially during stressful times e.g.

exams.

10.6 Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or sleeping habits.
- Increased isolation from friend or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing, e.g. long sleeves in warm weather.
- Secretive behaviour.
- Lateness or absence from college/school.
- Repeated physical pain or nausea with no evident cause.

10.7 We understand that taking a listening empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the students rather than advice or direction. If there are any safeguarding concerns discussion with the DSL will take place.

10.8 Suicide

10.8.1 We recognise that suicide is one the biggest killers of children and young people in the UK. We have followed the national guidance document “Building a Suicide Safer School/College” by papyrus; advice on policy prevention and postvention etc.

<https://papyrus-uk.org/wp-content/uploads/2018/10/400734-Schools-guide-PAPYRUS.pdf>

10.8.2 Samaritans step by step guide to responding to a suicide or suicide threat;
<https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/>

11.0 Current Issues

11.1 There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our students.

11.1.1 When to report to police, the following guidance will be followed:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

11.1.2 Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as CCE,CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place as well as education of staff and students.

11.2 Peer on Peer Abuse

- 11.2.1 All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- 11.2.2 All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy) or any other staff where appropriate.
- 11.2.3 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 11.2.4 Peer on peer abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between peers.
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence.
 - Sexual harassment.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Consensual and non-consensual sharing of nude and semi-nude images.
 - Upskirting - which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 11.2.5 Child on child abuse will always be taken seriously and acted upon. It will not be dismissed as “banter” or “part of growing up”. These issues will be covered as part of the Trusts’ tutorial plan/form tutor programme.
- 11.2.6 We recognise students with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused by peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration
- The potential for SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers.

Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENDCo.

11.2.7 Children who are lesbian gay, bi, or trans (LGBT) can be targeted by their peers. In some cases a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

11.3 Sexual Violence

11.3.1 Sexual Violence and Harassment can occur between children of any age and sex.

11.3.2 Sexual violence includes rape, assault by penetration and sexual assault.

11.3.3 Sexual harassment is unwanted conduct of a sexual nature and can include sexual comments/jokes, physical behaviour e.g. showing sexual pictures deliberately touching/bushing up against someone, online sexual harassment.

11.3.4 We will:

- Never tolerate or normalise this behaviour and are very clear it is not "being an inevitable part of growing up".
- Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Challenge behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Understand that all of the above can be driven by wider societal factors such as everyday sexist stereotypes and everyday sexist language.
- Ensure a victim is never made to feel ashamed for making a report.

11.3.5 Further information/advice is available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

11.4 Upskirting

11.4.1 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

11.4.2 Should any students raise concerns in relation to the above it is essential that information is passed onto the DSL.

11.5 Sexting/Youth Produced Sexual Imagery

11.5.1 Sexting is when someone shares sexual, naked or semi naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones and laptops – any device that allows anyone to share media and messages.

11.5.2 The Trust will follow the below guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759009/Overview_of_Sexting_Guidance.pdf

11.6 Bullying

11.6.1 Bulling is usually defined as behaviour that is:

- Repeated.
- Intended to hurt someone physically or emotionally.
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

11.6.2 Is a very serious issue that can cause considerable anxiety and stress. At its most serious level, bullying can have a disastrous effect on a student's wellbeing and learning and in very rare cases has been a feature in the suicide of some young people.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

11.6.3 All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our formal intervention policy. If the bullying is particularly serious, or the tackling bullying procedures are deemed ineffective, the principal and the DSL will consider implementing child protection procedures.

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

11.7 Children with Harmful Sexual Behaviour (HSB)

11.7.1 Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

11.7.2 The management of children and young people with sexually harmful behaviour is complex and the Trust will work with other agencies to risk assess and maintain the safety of the Trust's community. Young people who display such behaviours may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

11.8 Contextual Safeguarding/Extra Familial Abuse

11.8.1 Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families i.e. extra familial abuse. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

11.8.2 Parents and carers have little influence over these contexts and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

11.8.3 Contextual Safeguarding Network
<https://contextualsafeguarding.org.uk/>

11.9 Hate Crime

11.9.1 NCLT is committed to tackling all forms of Hate Crime and Hate Incidents to protect and safeguard all our employees/students. It is a key priority for NCLT to raise awareness of this issue, to ensure all employees are clear on acceptable behaviour and all employees/students are aware of how to report any incidents. NCLT has a zero-tolerance approach to all forms of Hate Crime and any abusive or discriminatory behaviour.

11.9.2 What is a Hate Crime?

Hate Crime is defined as a criminal action, typically one involving violence (but not exclusively), that is motivated by prejudice on the basis of Disability, Gender Identity, Race, Ethnicity or Nationality, Religion, Faith or Belief or Sexual Orientation.

Examples of hate crimes include (this list is not exhaustive):

- Assaults
- Criminal damage
- Harassment
- Sexual assault
- Murder
- Theft
- Fraud
- Burglary
- Hate mail
- Causing harassment, alarm or distress
- Bullying

11.9.3 What is a Hate Incident?

A Hate Incident is any incident, which may or may not be a crime, that an individual or any other person perceives to be motivated by hostility or prejudice towards any aspect of a person's identity.

Examples of hate incidents include (this list is not exhaustive):

- Verbal abuse like name-calling and offensive jokes
- Harassment
- Bullying or intimidation by children, adults, neighbours or strangers
- Physical attacks such as hitting, punching, pushing, spitting
- Threats of violence
- Hoax calls, abusive phone or text messages, hate mail
- Online abuse for example on Facebook or Twitter
- Displaying or circulating discriminatory literature or posters
- Harm or damage to things such as your home, pet, vehicle
- Graffiti
- Arson
- Throwing rubbish into a garden
- Malicious complaints for example over parking, smells or noise.
- Displays of any writing, sign or other visible representation which is threatening or abusive, within the hearing or sight of a person likely to be caused harassment, alarm or distress thereby.

11.9.4 The Impact of Hate Crimes and Incidents

Hate Crimes and Incidents, whether experienced directly, indirectly, in person or online can have a serious impact on both the mental and physical wellbeing of an individual. Individuals subjected to hate crimes or incidents are reported to suffer from increased stress levels, anxiety, depression, PTSD or injuries, which can result in increased sickness absence.

11.9.5 Reporting Hate Crimes and Incidents

NCLT has a duty of care to its employees/students and encourages its employees/students to report any hate crimes or incidents at the earliest opportunity. This includes anyone who has witnessed a hate crime or incident (seeing, hearing or reading), where a hate crime or incident is reported to them by victims or witnesses or has a strong suspicion or evidence of a hate crime/incident.

Any employee posting or sharing hate speech via social media sites (Facebook / Twitter, etc) will be referred to the NCLT disciplinary procedure.

If a complaint is identified as being criminal in nature it will immediately be reported to the Police for them to follow up and investigate. In these circumstances any collection of evidence should be carried out by the police officer in charge of the investigation.

To independently report a hate incident / crime, a list of third party reporting services who offer advice and support to anyone who has been a witness or victim of a hate crime is given below:

In an emergency	Call 999
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Contact the police	Call 101 (non-emergency) to report an incident. You can speak to the police in confidence and you do not have to give your personal details. However this would impact on the investigation and Police's ability to prosecute the offender if the police cannot contact you.
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11.10 Prejudice Related Incidents

11.10.1 The Trust is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately. Advice will be sought from other agencies if appropriate

11.11 Children Missing Education (CME)

11.11.1 CME is defined as children of compulsory school age who are not registered students at a school/college and are not receiving suitable education otherwise that at school e.g. home schooling. However at any stage any child going missing from school, which includes within the school/college day, is a potential indicator of abuse and neglect, including exploitation, mental health concerns, risk of forced marriage etc. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

11.11.2 All such students will be placed and removed from admission and attendance registers as required by law.

11.11.3 We will collect, where possible, more than one emergency contact number for each student.

11.11.4 Children at Particular Risk of Missing Education

As there could be many reasons for a child to be missing from education, the LA will make a judgement on a case-by-case basis.

The following list indicates students who are most at risk of missing education:

- Students at risk of harm or neglect – where this is suspected, local child protection procedures will be followed; however, if a child is in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate) as per the trust's child protection policy. The LA officers responsible for CME will check a referral has been made, and will contact children's social care if this is not the case. Should there be a reason to suspect a crime has been committed or the child's safety is at risk, the LA will contact the police.
- Children of gypsy, roma and traveller (GRT) families – when a GRT student leaves the college/school without naming their next destination, the trust and its colleges/school will contact the LA. If necessary, the college will consult the Attendance and Prosecution Service for advice on the best strategies to ensure minimal disruption to the GRT students' education.
- Children of service personnel – the college/school will contact the Ministry of Defence Children's Education Advisory Service for advice to ensure continuity of education for these children.

- Missing children/runaways – should the college/school suspect a child has gone missing/run away, an appropriate staff member will consult the DfE for advice on missing children.
- Children and young people supervised by the Youth Justice System – in this case, LA youth offending teams are responsible for supervising children (aged 8 to 18). Where a young person is registered at the college prior to custody, the college will keep the place open for their return.
- Children who cease to attend – where the reason for a child who has stopped attending the college/school is not known, the LA will investigate the situation.

11.12 Elective Home Education (Wingfield Academy Only)

11.12.1 Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

11.12.2 From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

11.12.3 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

11.13 Child Criminal Exploitation (CCE)

11.13.1 In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity. This can include drug running, stealing, threatening other young people etc. The exploited child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common.

11.13.2 "County lines" is a term used to describe gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move and store drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as "cuckooing".

11.13.3 County lines is a major, cross cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity

and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

11.13.4 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

<https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults>

11.14 Serious Violence

11.14.1 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

11.14.2 All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

11.14.3 Staff will look out for signs that indicate that a student may be at risk or involved in serious crime, including criminal networks or gangs, and follow the appropriate referral pathways for help and support.

11.15 Domestic Abuse

11.15.1 This does not have to include violence to be classed as abuse.

11.15.2 Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Coercive Control

11.15.3 1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of the abusive affect this has on children, even when

they are not directly involved in incidents and that our staff may themselves be victims.

11.15.4 The Trust is taking part in Operation Encompass. This means where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our students were present. The purpose of this information sharing is to make the next day better for the student.

<http://www.operationencompass.org/>

11.16 Hidden Harm

11.16.1 The government's 'Hidden Harm' reports (ACMD 2003,2007) revealed the large numbers of children across the UK living with parents who mis-use drugs – an estimated 200,000

11.16.2 For some of these vulnerable children, attendance at school/college provides respite from difficult home circumstances. For others, the consequences of family substance misuse include poor attendance, lack of progress with their education and failure to develop the necessary social and behavioural skills. This can be particularly difficult for children if they are also taking on a carer role for parents or siblings. Children can “act out” through challenging behaviour, or “act in” through withdrawal or self-harming behaviours, the distress that they are experiencing due to difficulties at home.

11.16.3 The DSL will refer any concerns to the Early Help Hub and referral and response service and work with partner agencies so children in these circumstances can be responded to appropriately.

11.16.4 Families where parents/carers drink problematically, use illicit drugs or misuse prescribed medication can still provide a safe, secure and supportive family environment for children. However for some families, drug and/or alcohol misuse can become the central focus of the adult's lives, feelings and social behaviour, and has the potential to impact on a child at every age from conception to adulthood. It is therefore essential that the implications for each child in the family are assessed.

11.17 Child Sexual Exploitation (CSE)

11.17.1 CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology. CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g. copying images and posting on social media. CSE can occur over time or be a one-off occurrence.

11.17.2 This is a serious crime and is never the victim's fault even if there is some form of exchange.

11.17.3 The police team can be contacted for extra support and information. (details in appendix) NB they do not take the place of your usual reporting procedures.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

11.18 Honour Based Violence/Abuse HBV/A – e.g. FGM/Forced Marriage/Breast Ironing

11.18.1 Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Multi agency guidelines;

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

11.18.2 Forced Marriage

Is illegal and a form of child abuse. It is a marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used.

Multi agency guidelines;

<https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english>

National Charity;

<https://karmanirvana.org.uk/>

11.18.3 Breast Ironing

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

11.19 Fabricated Illness

11.19.1 Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. It can include Munchausen's Syndrome by Proxy which is a recognised mental illness in the parent.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

11.20 Private Fostering

11.20.1 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. ('Close family relative' is defined as a grandparent, brother, sister, uncle or aunt and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

11.20.2 The trust and its colleges/school will follow requirements of reporting as set out by the Local Authority.

11.21 The Child's Wishes

11.21.1 Where there is a safeguarding concern, governing bodies, proprietors and college/school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

12.0 Responding to Reports of Sexual Violence or Sexual Harassment

12.1 It is important to note that students may not find it easy to tell staff about their abuse verbally. Students can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a student has been harmed or a student's own behaviour might indicate that something is wrong., if staff have any concerns about a student's welfare, they should act on them immediately rather than wait to be told.

12.2 It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. The below offers guidance around dealing with and responding to reports of sexual violence and harassment:

- When dealing with cases of sexual harassment it is important that two staff members deal with the case one of them being the DSL or deputy. A key consideration is for staff not to view or forward illegal images of a child. It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with

those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

- Recognising that a student is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the student discloses recognises that the student has placed them in a position of trust. They should be supportive and respectful of the child.
- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so students may not be able to recall all details or timeline of abuse.
- Keeping in mind that certain students may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
- Listening carefully to the young person, reflecting back, using the student's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the young person where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask students if they have been harmed and what the nature of that harm was.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the students and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the student and not appear distracted by the note taking. Either way, it is essential a written record is made.
- Only recording the facts as the student presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

12.3 Risk Assessment

12.3.1 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s).

- All the other students, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

12.3.2 The risk assessment should be recorded using Cedar/CPOMS.

12.3.3 The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school or college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

13.0 Action Following a Report of Sexual Violence and/or Sexual Harassment

13.1 Sexual abuse can happen anywhere, and all staff working with students are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of, and respond appropriately to, all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other students.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed.
- The ages of those involved.
- The developmental stages of those involved.
- Any power imbalance, for example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- Are there ongoing risks to the victim, other students, or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

13.2 As always when concerned about the welfare of a student, all staff should act in the best interests of the student. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration

should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other students involved/impacted)

13.3 The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

13.4 Students Sharing a Classroom – Initial Considerations

13.4.1 Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing.

13.4.2 Whilst the school or college establishes the facts of the case and starts the process of liaising with children’s social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt or innocence of the alleged perpetrator(s).

13.4.3 For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately. In all cases, the initial report should be carefully evaluated, reflecting the considerations set out above. The wishes of the victim, the nature of the allegations and the protection of all students in the school or college will be especially important when considering any immediate actions.

14.0 Options to Manage the Report

14.1 It is important that schools and colleges consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

14.2 There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all

scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learned. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1) Manage Internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2) Early Help

- In line with 1 above, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3) Referral to Children's Social Care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the point of referral to children's social care, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to

(if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on Cedar/CPOMS.

4) Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

When to call the police.

- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a young person at additional risk. In circumstances

where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting young people and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on Cedar/CPOMS

14.3 Considering Bail Conditions

- 14.3.1 The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.
- 14.3.2 Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- 14.3.3 Whatever arrangements are in place, the school or college will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.
- 14.3.4 Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).
- 14.3.5 Careful liaison with the police investigators should help to develop a balanced set of arrangements.

14.4 Managing Any Delays Within the Criminal Process

- 14.4.1 There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college.

14.5 The End of the Criminal Process

- 14.5.1 If a student is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.
- 14.5.2 Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- 14.5.3 Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

14.6 Unsubstantiated, unfounded, false or malicious reports

- 14.6.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed. All information should be recorded on Cedar/CPOMs
- 14.6.2 If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the student and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

15.0 Ongoing response – Safeguarding and Supporting the Victim

15.1 The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

15.2 Support can include:

- Early help and children's social care
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAMHS have their own website, which will have information about access, referrals and contact numbers
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors

Partnership can provide details of services which specialise in supporting men and boys.

- NHS - Help after rape and sexual assault - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provides free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

15.3 Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their progress tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools and colleges should respect and support this choice.

15.4 A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

15.5 It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.

15.6 It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

15.7 Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

15.8 It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this

happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

16.0 Ongoing Response - Safeguarding and Supporting the Alleged Perpetrator and Children and Young People who have Displayed Harmful Sexual Behaviour

16.1 Advice about safeguarding and supporting the alleged perpetrators is set out in departmental advice found here: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

16.2 Points to consider:

- The age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any student will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often is) a symptom of either their own abuse or exposure to abusive practices and or materials.
- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- If the allegation of sexual assault, in any form, is, in itself, made maliciously then the alleged perpetrator becomes the victim of abuse and should be treated accordingly, within the appropriate sections of this Policy

17.0 Radicalisation and Extremism

17.1 Preventing radicalisation is part of our wider safeguarding duty. We recognise that colleges/school plays a significant part in the prevention of this type of harm. We will include education through our tutorial scheme and encourage 'British Values' and critical thinking.

17.2 We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

17.3 Definitions:

- Extremism – vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation – refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism – an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

17.4 As with all other forms of abuse, staff should be confident in identifying students at risk and act proportionately.

17.5 We will work with other partners including the Channel Panel – a voluntary confidential support programme for those who are considered vulnerable to being drawn into terrorism.

17.6 The DSL team within each is appropriately trained and are able to offer advice, support and information to other staff.

17.7 We will ensure safe internet filters are in place and ensure our students are educated in online safety.

17.8 Prevent

17.8.1 The purpose of Prevent is to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism.

17.8.2 Prevent is one of the four core elements of the Government's CONTEST strategy for countering terrorism, it is built around four strands, each with a number of objectives.

17.8.3 Four PREVENT strands:

- 1) Pursue - to stop terrorist attacks in this country and against our interests overseas. This means to:
 - Detect and investigate threats at the earliest possible stage
 - Disrupt terrorist activity before it can endanger the public
 - And, wherever possible, prosecute those responsible
- 2) Protect - to strengthen our protection against a terrorist attack in the UK or against our interests overseas and so reduce our vulnerability.
- 3) Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase our resilience so we can recover from its aftermath.
- 4) Prevent - to stop people becoming terrorists or supporting terrorism.

17.8.4 On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools/colleges to have due regard to the need to prevent people from being drawn into terrorism.

- 17.8.5 New Collaborative Learning Trust is fully committed to safeguarding and promoting the welfare of all its students. As a college/school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.
- 17.8.6 All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.
- 17.8.7 As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.
- 17.8.8 Staff have completed the DfE's Channel General Awareness training. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Staff have also undertaken WRAP (Workshop Raising Awareness of Prevent) Training alongside statutory safeguarding training as well as receiving regular updates and briefings around prevent.

17.9 What we do if there is a Concern:

- 17.9.1 If we have a concern about a particular student/family, we will follow the colleges'/school's normal safeguarding procedures, including discussing with the Designated Safeguarding Lead (s), the local prevent officer and where deemed necessary, with children's social care.

Please see below prevent leads within NCLT:

- Jo Holden – New College Pontefract – 01977 802719 – joanne.holden@nclt.ac.uk
- Helen Jackson – New College Doncaster – 01302 976777 – helen.jackson@nclt.ac.uk
- Jaz Qadri – New College Bradford – 01274 089153 - jaz.qadri@nclt.ac.uk
- Lindsay Wotton Ashforth – Wingfield Academy – 01709 513002 – lwo@nclt.ac.uk

- 17.9.2 Please see below links for further information around prevent in the Wakefield/Doncaster/Bradford including how to make a referral if you are worried about someone.

If concerns are outside of college hours or during the holidays please ensure the referral included in the link is completed to avoid any delay passing on information.

- <https://www.wakefield.gov.uk/community/prevent-in-wakefield?https://dscp.org.uk/professionals/prevent>
- <https://dscp.org.uk/professionals/prevent>
- <https://bso.bradford.gov.uk/content/the-government%E2%80%99s-prevent-strategy>
- <https://www.rotherham.gov.uk/community-safety-crime/prevent-channel/1>

17.10 Reporting Online Material Promoting Terrorism and/or Extremism

17.10.1 Report illegal or harmful information, pictures or videos you've found on the internet. You can report things like:

- Articles, images, speeches or videos that promote terrorism or encourage violence
- Websites made by terrorist or extremist organisations
- Videos of terrorist attacks

Report online material promoting terrorism or extremism - GOV.UK (www.gov.uk)

17.11 Board of Directors Responsibilities in line with the Prevent Duty

17.11.1 Board of Directors and Advisory Group members must:

- Adopt the Prevent duty;
- Actively engage with other partners including police and BIS regional Higher and Further Education Prevent Co-ordinators to carry out the Prevent duty;
- Undertake appropriate training and development in the Prevent duty;
- Nominate a Prevent governor or board member who will usually already oversee safeguarding;
- Exemplify British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs in their conduct and
- Be aware that inspection of the Prevent duty by Ofsted will be judged as part of safeguarding which is included in the leadership and management grade. Implementation and practice of the Prevent duty will be a limiting grade for a provider. (Prevent Duty Guidance, Home Office, March 2015)

17.11.2 A strategic role in implementing the Prevent duty for Board of Directors:

- Should set the provider's strategy for the Prevent duty as in all other areas. They should develop a short and medium term vision that is explicitly communicated to all parties.
- Must ensure that there is active engagement between sectors and partners.
- Must ensure that robust procedures are in place to ensure that any sub-contractors are aware of the Prevent duty and the sub-contractor is not inadvertently funding extremist organisations.
- Must comply with the requirements of the Equalities Act 2010 in ensuring that their institution challenges discrimination and expects students to comply with this legislation.
- Must ensure that providers challenge racism, Islamophobia, tackling hate and prejudice based bullying, harassment and intimidation as part of the provider's commitment to and exemplification of British values including "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs".
- Need to appreciate the sensitivity of the subject and the need to approach the issues carefully in all communities.
- Are responsible for ensuring that the Duty and its requirements are communicated at all levels i.e. to management, teaching staff, support staff, volunteers and students.(? and parents)

17.11.3 Role in ongoing scrutiny Board of Directors/Advisory Group should:

- Ensure that a risk assessment is carried out initially, then on a regular basis and that action plans are formulated and acted upon.
- Ensure that policies and procedures are in place with reference as appropriate to the Prevent duty and are used to implement the Prevent duty.

These should include policies covering:

- The campus or premises and student welfare
- Equality and diversity
- Human resources
- The safety and welfare of students and staff
- The physical management of the institution's estate
- Events held by staff, students or visitors
- Relationships with external bodies and community groups which may use premises or work in partnership with the institution
- Prayer room and or chaplaincy
- Societies
- External speakers
- IT and cybersecurity

Continue to scrutinise the implementation and maintenance of the Prevent duty as they hold ultimate responsibility within the institution.

18.0 Helping Children to Keep Themselves Safe

18.1 Children are taught to understand relationships, respect and promote British values and respond to and calculate risk through our tutorial programme and Relationships and Sex Education and Health Education (RSE) lessons and in all aspects of college/school life. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

18.2 Our approach is designed to help children to think about risks they may encounter both on and off line and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sexting and bullying procedures including the legalities and consequences and where to go for help.

18.3 The Trust continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff in confidence about any worries they may have. Students also have access to a wide range of support both on and off line.

18.4 However all our students are aware that if they disclose that they are being harmed or that they have, or intend to, harm another that this cannot be kept secret and that

information will need to be shared. (include students' confidentiality statement here).

19.0 Support for those Involved in a Child Protection Issue

19.1 Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

19.2 We will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Maintaining and storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

20.0 Complaints Procedure

20.1 Please see our Trust Complaints Procedure.

21.0 Staff Training and Induction

21.1 It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Principal, will be regularly trained in Safeguarding.

21.2 The DSL will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB/DSCB/BSCB/RSCB and the Safeguarding Advisor for Education within Pontefract, Doncaster, Bradford and Rotherham.

21.3 Board of Directors/Advisory Group members will receive strategic governor safeguarding training.

21.4 All training will be recorded and monitored to flag in advance when updates are required.

21.5 New staff, Board of Directors and Advisory Group members will receive an induction in safeguarding which includes the trust and its college's/school child protection policy, details for the DSL, reporting and recording arrangements specific to the college/school, dates of their last training, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood.

22.0 Safer Recruitment

22.1 Please see the Trust's Recruitment and Selection Policy & DBS & Vetting Policy.

22.1.1 Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students i.e. if they are in regulated activity or not.

22.1.2 Contractors

We will check the identity of all contractors working on site and request checks whether they work in regulated activity or unsupervised.

22.1.3 Visitors

Schools/colleges do not have the power to ask for DBS checks or see the certificate for those not involved in regulated activity. The Principal will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

22.1.4 Site security

Visitors to the college/school are asked to sign in, will be asked to show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the college's/school safeguarding and health and safety regulations to ensure students in college/school are kept safe. The Principal/Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

23.0 If You Have Concerns about a Colleague or Safeguarding Practice

23.1 Staff who are concerned about the conduct of a colleague or safeguarding practice within the college/school are undoubtedly placed in a very difficult situation.

23.2 All staff must remember that the welfare of the student is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school.

23.3 Staff may also report their concerns directly to Social Care Direct or the police if they believe direct reporting is necessary to secure action.

24.0 Allegations Against Staff

24.1 These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.

- Behaved in a way that indicates s/he is unsuitable to work with children.

24.2 Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical - includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional - includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality
- Sexual - includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape
- Neglect - may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

24.3 A safeguarding complaint that meets the above criteria must be reported to the Principal immediately. If the complaint involves the Principal the allegation must be passed to the CEO without delay. For all concerns the Principal should carry out an urgent initial consideration/fact find in order to establish whether there is substance to the allegation. The Principal/Headteacher should not carry out the investigation itself or interview students without LADO advice. As part of this initial consideration, the Principal should consult with HR who will then contact the Local Authority Designated Officer (LADO), within one working day.

24.4 A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Principal/Headteacher/Chair of Advisory Group (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

24.5 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

24.6 The following definitions should be used when determining the outcome of the allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilty or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which support the allegation being made.

24.7 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the trust's Disciplinary Policy.

24.8 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

24.9 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named within Appendix A/B, in addition to other whistleblowing channels which may be open to them.

24.10 Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

24.11 Supporting Those Involved

24.11.1 Employers have a duty of care to their employees, the Trust and its colleges/school will act to minimise the stress inherent in the allegation process and will ensure support is put in place for the individual. Staff will be informed of any concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by social services or the police. Employees are also recommended to contact their trade union representative.

24.11.2 Parents or carers of students involved will be advised of the allegation as soon as possible if they are not already aware. However, where a strategy discussion is required or police or social services need to be involved the case manager should not do so until those agencies have been consulted and agreed what information can be disclosed to parents or carers. Parents or carers will be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

24.11.3 Parents and carers will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in the section 141F of the Education Act 2002

24.11.4 The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2020).

24.11.5 Staff, parents, Board of Directors and Advisory Group are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

25.0 Extended College and Off-site Arrangements

25.1 Where extended college/school activities are provided by and managed by the college/school, our own child protection policy and procedures apply. If other

organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

25.2 When our students attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

25.3 If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

26.0 Use of College/School premises for non-school/college activities

26.1 Where the Trust hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

27.0 Photography and Images

27.1 The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

27.2 To protect students, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Ensure students are appropriately dressed.
- Ensure that personal data is not shared.
- Store images appropriately, securely and for no longer than necessary.
- Only use college/school equipment, i.e. not personal devices.
- Ensure no students who are LAC will be photographed at Wingfield Academy.
- Encourage students to tell us if they are worried about any photographs that are taken of them.

28.0 Physical Intervention and Use of Reasonable Force

28.1 There are circumstances where it is appropriate for staff to use reasonable force to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a student by the arm, to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

29.0 Intimate Care

- 29.1 If a student requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a student needs assistance with intimate care this will be risk managed to afford dignity to the student as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the students consent to help. Parents will be informed and incidents recorded.
- 29.2 Wherever possible, except in emergency, the required help will be given, or witnessed, by a member of staff of the same sex/gender as the student, with their consent.

30.0 First Aid and Managing Medical Conditions

- 30.1 Staff will be trained appropriately in first aid and follow safer working practice guidance of 'saying before touching'.
- 30.2 Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

31.0 E-Safety

- 31.1 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk
- 1) Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny or misandry, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - 2) Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - 3) Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nude and semi-nude images and/or pornography, sharing other explicit images and online bullying.
 - 4) Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org>)
- 31.2 Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive

communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

31.3 Chat rooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in college/school. Some students will undoubtedly be 'chatting' outside college/school and are informed of the risks of this through Tutorial. Parents are encouraged to consider measures to keep their children safe when using social media.

31.4 Acceptable IT use for staff, students will be enforced and parents are also informed of expectations. This Policy can be located on Moodle.

31.5 Students will be educated in online safety, and regularly reminded, as an ongoing part of our tutorial schedule.

31.6 If we use any external speaker to add to our curriculum we will ensure we follow the below advice and checklist:

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

31.7 We will not respond to individual apps or challenges which may occur, so as not to give more attention to the publicity, but will simply reiterate our basic online safety messages as and when required.

Education for a Connected World

<https://www.gov.uk/government/publications/education-for-a-connected-world>

Safeguarding and remote education

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Online Safety for SEND

<https://www.childnet.com/resources/star-sen-toolkit>

<https://www.thinkuknow.co.uk/professionals/resources/>

Gaming Advice

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/>

Professionals online safety helpline

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

32.0 Child Protection Procedures

32.1 Categories and Definitions

32.1.1 To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

- 32.1.2 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.
- 32.1.3 Abuse may be committed by adult men or women and by other children and young people.
- 32.1.4 There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

32.2 Physical abuse

- 32.2.1 Physical abuse 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

32.3 Emotional abuse

- 32.3.1 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

32.4 Sexual abuse

- 32.4.1 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.

32.5 Neglect

32.6 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

32.7 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2018).

33.0 Indicators of Abuse

33.1 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

33.2 However children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

33.3 A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home

- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about, drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

33.4 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

33.5 It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

34.0 Impact of Abuse

34.1 The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

35.0 Taking Action

35.1 It is the responsibility of staff to report and record their concerns as soon as possible.

35.2 We actively encourage a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with the DSL if in any doubt.

35.3 It is not their responsibility to investigate or decide whether a child has been abused.

35.4 Any child, in any family in any college/school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

35.5 Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999
- REPORT your concern to the DSL as soon as possible and certainly by the end of the day
- Ensure all notes are recorded on Cedar/CPOMS using the appropriate safeguarding thread type
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family
- Seek support for yourself if you are distressed.

35.6 If you are concerned about a student's welfare:

- 35.6.1 There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.
- 35.6.2 Staff should record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

35.7 If a student discloses to you:

- 35.7.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.
- 35.7.2 If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.
- 35.7.3 During their conversations with the student it is best practice for staff to:
- allow students to speak freely
 - remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
 - give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
 - not be afraid of silences, and allow space and time for the student to continue; staff will Recognise the barriers the student may have had to overcome to disclose
 - clarify or repeat back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as, whether it happens to siblings too, or what does the student's mother think about it
 - use questions such as "Tell me.....?" "Is there anything else?"
 - at an appropriate time, tell the student that in order to help them, the member of staff must pass the information on
 - not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
 - remember professional boundaries and not share personal experiences such as 'that happened to me'
 - avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm

hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong

- tell the student what will happen next. The student may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them
- type up their conversation as soon as possible on Cedar/CPOMS using the appropriate safeguarding thread type
- seek support if they feel distressed.

36.0 Records and Monitoring

36.1 Why recording is important

36.1.1 Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information.

36.2 Recording

36.2.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

36.2.2 Information should be kept confidential and stored securely.

36.2.3 It is good practice to keep concerns and referrals in a separate child protection file for each child.

36.2.4 Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome

36.2.5 Any concerns about a child will be recorded ASAP on Cedar/CPOMS and definitely within 24 hours. At no time will a staff take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance.

36.2.6 It may be appropriate for the DSL to open a secure safeguarding file on Cedar/CPOMS and start a chronology page. This will help in building patterns and decision making.

36.2.7 We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

36.3 The Safeguarding File

36.3.1 The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

- 36.3.2 It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved or with parental health issues etc. We will therefore use professional judgement when making this decision and will have clear links and discussions between pastoral staff and DSL's.
- 36.3.3 This information will be stored on Cedar/CPOMS and will be held securely only to be accessed by appropriately trained people.
- 36.3.4 The college/school will keep electronic records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.
- 36.3.5 All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring.
- 36.3.6 In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.
- 36.3.7 Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.
- 36.3.8 Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements.
- 36.3.9 The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.
- 36.3.10 If the child moves to another college/school, the file will be securely sent or taken, to the DSL at the new establishment/school and a written receipt will be obtained. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

37.0 Referral to Social Care Direct

- 37.1 The DSL will make a referral to Social Care Direct if it is believed that a student is suffering or is at risk of suffering significant harm. This is best done in Wakefield/Doncaster/Bradford/Rotherham with reference to the Continuum of Need and using the Signs of Safety approach. If there is already a social worker assigned to this case - for safeguarding reasons, the social worker should be contacted.
- 37.2 The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

37.3 If the situation does not appear to be improving the college/school will press for reconsideration and if necessary follow the local authority professional disagreement procedure.

37.4 Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

38.0 Confidentiality and Sharing Information

38.1 Staff will only discuss concerns with the Designated Safeguarding Lead, Principal/Headteacher or board of directors/advisory group (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

38.2 We will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

38.3 However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

38.4 The Seven Golden Rules for Safeguarding Information Sharing 2015:

- 1) Data Protection/Human rights laws are not a barrier.
- 2) Be open and honest. (unless unsafe or inappropriate)
- 3) Seek advice. (anonymise if necessary)
- 4) Share with consent if appropriate.
- 5) Consider safety and wellbeing.
- 6) Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- 7) Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

38.5 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

38.6 The General Data Protection Regulation does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail. However there may be occasions where this method is too slow. In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the college/school requesting information, reception staff will take a message and inform the DSL immediately and the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

38.7 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student

or parent to see child protection records, they will refer the request to the Principal/Headteacher.

38.8 School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care

38.9 The Board of Directors and Advisory Groups should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold). This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share 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 if it is not possible to gain consent, or if to gain consent would place a child at risk, it cannot be reasonably expected that a practitioner gains consent..

Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.

39.0 Special Circumstances

39.1 Looked after Children

39.1.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated lead for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

39.2 Supporting Students in school with medical conditions

39.2.1 Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting students at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

39.3 Work Experience

39.3.1 The Trust and its colleges/school have detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in

accordance with the guidance in Keeping Children Safe in Education.

39.4 Children staying with host families

- 39.4.1 The Trust and its colleges/school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the Trust follows the guidance in Keeping Children Safe in Education, Annex C to ensure that hosting arrangements are as safe as possible.
- 39.4.2 Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

Appendix A - COVID 19

We recognise that the global COVID pandemic has had a significant impact on some of our students and increased pressure on our safeguarding staff. It is recognised that the Coronavirus lockdown was, and may continue to be, a highly vulnerable time for our students and their families. We understand that poor behaviour may be a sign of trauma. The Trust and its colleges/school recognises that additional support may need to be in place at the start of the term to respond to additional safeguarding cases.

Research suggests that between 6-19% of school aged children will suffer severe maltreatment and disabled children are three to four more times likely to be abused. Three children in an average classroom have a diagnosable mental health condition. Due to their day-to-day contact with students, staff are uniquely placed to observe changes in students' behaviour and the outward signs of abuse and mental health concerns. Students may also turn to a trusted adult in college when they are in distress or at risk. It is vital that college staff are alert to the signs of abuse, both inside and outside of the college and understand the reporting procedure for their concerns. We will create an open and transparent culture and environment where staff and students feel safe to raise any concerns. Staff will be supported to be professionally curious with regards to safeguarding matters. The Trust and its colleges will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

In the autumn/spring term all students will complete a wellbeing survey to identify any mental health concerns they may have. This information will be triaged by our pastoral team and, where necessary, support will be put in place for students.

Appendix B - Local Contact Details – Pontefract

Wakefield and District Safeguarding Children Board

www.wakefieldscb.org.uk

Social Care Direct

Phone; 0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email; social_care_direct@wakefield.gov.uk

Local Early Help - Pontefract

Phone;01977 722451

Designated Officer (LADO)

Jim Stewart 01977 727032

lado.referrals@wakefield.gcsx.gov.uk

Prevent Engagement and Faith Officer

Gary.blezard@westyorkshire.pnn.police.uk

Mobile:07789753634

CSE Procedures and Information

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-professionals/child-sexual-exploitation>

CSE Definition and Guidance for Practitioners

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

CSE Police Team

DA.CSE@westyorkshire.pnn.police.uk

01924 878397

Child Missing Education Officers

Francesca Hunter fhunter@wakefield.gov.uk 01924 307449

George Sykes gsykes@wakefield.gov.uk 01924 3037395

Virtual Head for CIC/LAC

thereachteam@wakefield.gov.uk 01924 307391

Safeguarding Advisor for Education

Vicki Maybin

vmaybin@wakefield.gov.uk

07788743527

Continuum of Need document;

<http://www.wakefield.gov.uk/Documents/schools-children/safeguarding/continuum-needs-2014.pdf#search=continue%20of%20need>

Signs of Safety webpage;

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/signs-of-safety>

Safeguarding Information webpage for schools; TRAINING, TEMPLATES,

AUDIT etc

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-schools-and-colleges>

E-SafetyICT4C - <http://shareit.ict4c.co.uk/enews/>

Appendix C - Local Contact Details – Doncaster

Doncaster Safeguarding Children Board

<http://www.dscb.co.uk/>

Social Care Direct

Phone 01302 734100 Out of Hours 01302 796000

Email: childrenassessmentservice@doncaster.gcsx.gov.uk

Early Help

Phone: 01302 735301

Designated Officer (LADO)

Jim Foy

Phone: 01302 737748

CSE Information

<http://www.doncasterchildrenstrust.co.uk/child-sexual-exploitation->

CSE Team

School Nursing – Jayne Pezzulo

Phone: 07785724345

Police – Cath Coulter

Phone: 101 or 01302 385654

Child Missing Education Officers

Phone: 01302 736504

Email: welfare.service@doncaster.gov.uk

Virtual Head CIC/LAC

Christine Hargreaves

Phone: 01302 737880

Safeguarding information for Professionals

<http://www.dscb.co.uk/professionals>

Signs of Safety Workbook

<http://www.dscb.co.uk/signs-of-safety-roadshows>

Private Fostering Coordinator

Florence-Jurua Jospheh

Phone: 01302 737789/07881 832134

Florence-Jurua.Joseph@dcstrust.co.uk

Appendix D - Local Contact Details – Bradford

Bradford Safeguarding Children Board

<http://bradfordscb.org.uk/>

Social Care Direct

01274 435600 Out of Hours 01274 431010

childrens.enquiries@bradford.gcsx.gov.uk

Early Help

Phone 01274 435600

Designated Officer (LADO)

Susan Hinchliffe

Phone: 01274 432084

CSE Information

<https://www.bradford.gov.uk/children-young-people-and-families/get-advice-and-support/child-sexual-exploitation/>

CSE Team

Phone: 01274 435049

Email: bfd.maacse@westyorkshire.pnn.police.uk

Children Missing Education

Phone: 01274 435600

Email: mest@bradford.gov.uk

Virtual Head CIC/LAC

Rachel Curtis

Phone: 01274 435600

Private Fostering

Phone: 01274 435600

<https://www.bradford.gov.uk/children-young-people-and-families/private-fostering/private-fostering/>

Signs of Safety

http://bradfordscb.org.uk/?page_id=1009

Safeguarding Information for Professionals

http://bradfordscb.org.uk/?page_id=63

Appendix E - Local Contact Details - Rotherham

Rotherham Safeguarding Children Board

<http://www.rscb.org.uk>

Social Care

Multi-Agency Safeguarding Hub (MASH) 01709 336080

Early Help

01709 334905

Children Missing from Education/CSE Team

01709 823925

Virtual Head CIC/LAC

Pete Douglas (Secondary Phase) 01709 334610

Private Fostering

01709 382121

Safeguarding Information for Professionals

www.rotherhamproceduresonline.com/index

Rotherham Safeguarding Children's Unit (LADO/Duty Advice)

01709 823914

Appendix F - Prevent Duty Risk Assessment/Action Plan

<u>No.</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p><u>LEADERSHIP</u> Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Directors <input type="checkbox"/> SLT <input type="checkbox"/> Staff <input type="checkbox"/> Student Executive <input type="checkbox"/> Safeguarding team 					
2	<p><u>Partnership</u> 1) Is there active engagement from the institution's Board of Directors, SLT, managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>					
3	<p><u>Staff Training</u> Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the institution</p>					

	<p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>					
4	<p><u>Welfare, pastoral and Chaplaincy support</u></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</p> <p>2) Does the institution have chaplaincy provision or is this support signposted locally or brought in? 3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p> <p>4) Does the chaplaincy support reflect the student demographic and need?</p>					
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on campus events i.e. charity events?</p> <p>4) Are off campus events which are supported, endorsed, funded or organised through the institution</p>					

	(including Students' Union) subject to policy/framework?					
6	<p><u>Safety Online</u></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>					
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</p>					
8	<p><u>Campus Security</u></p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</p>					

	<p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does the institution intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>					
9	<p><u>Safeguarding</u></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>					
10	<p><u>Communications</u></p>					

	<ul style="list-style-type: none"> 1) Is the institution Prevent Lead and their role widely known across the institution? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners? 				
11	<p><u>Incident Management</u></p> <ul style="list-style-type: none"> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? 				

12	<p><u>Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>					
13	<p><u>Freedom of Expression</u></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>					

Policy Status

Policy Lead (Title)	Designated Safeguarding Lead	Review Period	Annually
Reviewed By	Trust Executive Team/ Board of Directors	Equality Impact Assessment Completed (Y/N)	Y

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1	TET 21/09/2020 BoD 12/10/2020	Pg7, 2.6	Year update		Moodle and trust Website
		Pg8, 2.9, 2.10, 2.11, 2.12, 2.13	Coronavirus information		
		Pg12, 3.4	DDSL information		
		Pg20, 9.0	Emotional Health and Wellbeing updated		
		Pg21, 10.3	Sexual Violence and Harassment		
		Pg23, 10.7	Children with Harmful Sexual Behaviour HSB		
		Pg23, 10.8	Context Safeguarding/Extra Familial abuse		
		Pg25, 10.15	Domestic Abuse		
		Pg27, 10.19	Honour Based Violence		
		Pg37, 23	E-Safety		
		Pg45, Annex A	Covid Annex updated		
Version 2	TET 21/09/2021 BoD 12/10/2021	Throughout	Additional numbering added and some re-ordering of sections	AI NCLT Staff and Students, Parents, Advisors and Directors	Uploaded onto Trust website and intranet and staff notified in HR newsletter.
		Front Page	Updated to latest front cover format		
		Pg. 16, para 6.1	Addition		
		Pg. 17, para 6.3.2	Addition		
		Pg. 22-23, para 11.2 – 11.2.6	Addition		
		Pg. 28, para 11.12.1 – 11.12.3 and 11.13.4	Addition		
		Pg.29, para 11.14. – 11.14.2	Addition		
		Pg.32-42, Section 12 - 16	Addition		
		Pg. 57, para. 36.2.1 – 36.2.4	Addition		
		Pg. 60, para. 38.7-38.9	Addition		