



SPRINGWELL COMMUNITY COLLEGE

Child Protection Policy

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1. Introduction

Springwell Community College fully recognises its responsibilities for Child Protection and Safeguarding, this policy sets out how the College will deliver these responsibilities.

- This is an overarching policy.
- Child/Student as written in this policy is a child until 18.

The policy is one of a series in the college's integrated safeguarding portfolio. Our core safeguarding principles are:

- The college's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make successful learners.
- Representatives of the whole college community of students, parents/carers, staff and governors 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.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (2015)

<http://www.workingtogetheronline.org>

'Keeping Children Safe in Education' (2016), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. A paper copy is available on request.

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

'What to Do if Worried a child is being Abused: Advice for Practitioners". March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

'Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers'. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

'The Prevent Duty Departmental, advice for Schools and Child Care providers' June 2015. The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children's Board:

<http://derbyshirescbs.proceduresonline.com/index.htm>.

In accordance with the above procedures, the college carries out an annual audit (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) of its safeguarding provision and sends a copy to the Local Authority as required by the guidance 'Working Together to Safeguard Children' (2015).

Our policy applies to all staff, governors and volunteers working in the college. There are four main elements to our policy:

- Raising awareness of Safeguarding issues and equipping students with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed Safeguarding plan.
- Establishing a safe environment in which students can learn and develop.

2. Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect. We follow our procedures to ensure that children receive effective support.

The procedures contained in this portfolio apply to staff and Governors and are consistent with those of the Derbyshire Safeguarding Children's Board (DSCB) (Appendix 1).

3. Our Principals

Safeguarding arrangements at Springwell Community College are underpinned by four key principles:

- Safeguarding is everyone's responsibility: all staff, (Governors and volunteers) should play their full part in keeping children safe;
- We will aim to protect children using national, local and school child protection procedures;
- That all staff, (Governors and volunteers) have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, (Governors and volunteers) should feel confident that they can report all matters of Safeguarding in the College where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times;
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

4. Key Personnel

- The Lead Designated Safeguarding Lead (DSL) for Child Protection is:
Miss Helen Staton, Deputy Headteacher
hstaton@springwellcc.org
01246 473873 extension 13204
or via jrodgers@springwellcc.org 01246 473873 extension 13273
- The Deputy Designated Safeguarding Lead (DDSL) for Child Protection is:
Miss Ness Fazil, Student Progress Leader
nfazil@springwellcc.org
01246 473873 extension 13298
- *The Designated Teacher for Looked After Children is:*
Miss Helen Staton, Deputy Headteacher
hstaton@springwellcc.org
01246 473873 extension 13204
- The Designated Link Governor for Safeguarding, Anti-Bullying and Looked After Children is:
Mrs Sarah Swift
sswift@springwellcc.org
- The Headteacher is:
Mr Ian Wingfield
iwingfield@springwellcc.org

5. Good Practice Guidelines

To meet and maintain our responsibilities towards students we need to agree standards of good practice.

Good practice includes:

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the college's Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing
- Asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE/Drama or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- Understanding the 'Abuse of Trust' statement
- Signing and agreeing to the Code of Ethical Practice statement (Appendix 2)

6. Child Protection Procedures

We recognise that because of the day-to-day contact with students, college staff are well placed to observe the outward signs of abuse. The college will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure students know that there are adults in the college whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse
- Agree to, and sign, the Code of Ethical Practice statement (Appendix 2)
- We will ensure that all Staff, Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the college's development (use of Students Matter)
- That the building; including its surroundings, are safe and one where children can feel safe
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record. All visitors will be asked to read the Child Protection information sheet.

Recognising Abuse

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

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 leaving a small child home alone, or failing to seek appropriate medical treatment. Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse (see SCC Anti-Bullying Policy). There are four categories of abuse and neglect as defined in 'Working Together to Safeguard Children' (2015) (Appendix 3):

Physical Abuse
Emotional Abuse
Sexual Abuse
Neglect¹

¹ Definitions available from *Working Together to Safeguard Children* (HM Government, 2015) see Appendix 3

It is essential that all staff, Governors and volunteers are alert to the signs of abuse. Physical and behavioural signs of abuse can be found in (Appendix 3) however, this is not an exhaustive list and all those involved in the care of our students should be vigilant. College staff and volunteers play a crucial role in identifying / reporting any concerns that they may have through understanding the indicators of behaviour which may be underlining of such abuse.

If a student discloses to you:

The college recognises the importance of staff listening attentively to students at all times, and is particularly concerned to ensure that any student who wishes to disclose abuse should be assisted in doing so (Appendix 4). All staff should hold an “it could happen here” mind-set

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed or frightened.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on, you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump immediately the student may think that you do not want to listen. If you leave it until the end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

Staff should remember that their role is to listen. You should not interrupt the student if he or she is freely recalling significant events. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the student in any way.

Even if asked to do so by the student, staff must not give undertakings of absolute confidentiality. Staff must point out to the student that, in some situations, it may be necessary to pass on what has been said to someone else.

Staff must report orally to the DSL immediately after the event and pass on notes of the discussion with the student (Appendix 5). The note should record the time, date, place and people who were present as well as what was said. They should be signed.

In the absence of the DSL they should report to the Deputy Designated Safeguarding Lead (DDSL). Further to this to a Student Progress Leader. ‘Keeping children safe in education’ (2015) makes it clear that anyone can make a referral or go directly to Social Care.

Staff must be aware that the notes of the discussion may need to be used in any subsequent court proceedings. Staff who are likely to come into contact with such students will be informed of their circumstances on a “need to know” basis.

Support for those involved in a child protection issue

Students

The college recognises that students who are distressed through experiences outside the classroom will be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account their distress in managing their behaviour within the framework of confidentiality.

The college will endeavour to support the student through:

- The content of the curriculum:
Students are taught to understand and manage risk through our PSHE lessons and through all aspects of college life. Our approach is designed to help students think about risks they may encounter and with staff work out how these risks may be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear and anxiety. They are taught how to conduct themselves and are reminded regularly about e-safety and tackling bullying procedures. The college continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff about any worries they may have.
- The college ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The college Behaviour Policy, which is aimed at supporting vulnerable students in the college. The college will ensure the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a student who requires a Protection Plan leaves the college, their information is transferred to the new college immediately and that the student's Social Care worker is informed.

Staff

Child abuse is devastating for the child and can result in distress and anxiety for staff and who become involved. We will support staff involved by:

- Offering a debriefing.
- Keeping them informed of progress with the case, within information sharing guidelines.
- Responding sympathetically to any request for time out to deal with the distress or anxiety.
- Offering details of helplines, counselling or other avenues of external support.

Confidentiality and Sharing Information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (depending on who is the subject of concern). Information will then be disseminated on a “need-to-know” basis.

Information Sharing

Information sharing is essential for early intervention and preventative work, for safeguarding and promoting welfare for wider public protection. The Data Protection Act 1988 should not be seen as a barrier for sharing information in respect of child protection but should be used as a framework to ensure that information is shared appropriately and legally (Appendix 9).

Record Keeping

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure.

Child protection records are exempt from the disclosure provisions of the Data Protection Act, which means that students and parents/carers do not have an automatic right to see them. If the college receives a request from a student or parent/carer to see the child protection records this should be referred to the DSL.

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. All records and witness statements relating to safeguarding concerns and cases will be kept within a locked filing cabinet in the DSL office. Records of Child Protection Conferences and Core Group Meetings will be stored in a locked filing cabinet in the DSL/SPL office, within the student file. These files will be maintained and updated by the DSL/Student Progress Leader (SPL). When a student leaves, the college will pass on a summary of historic or current concerns immediately to the receiving school whilst retaining the full contents of the record.

The college will follow the Local Authority current guidance on the keeping, transfer and retention of records and wait any instruction, and will agree to amend our policy in line with the Goddard Enquiry (historical Child Protection records on children and records on staff where there are allegations).

7. If you suspect a student is at risk of harm

There will be occasions when you suspect that a student may be at risk but you 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 you may have noticed physical but inconclusive signs. In these circumstances you should try to give the student the opportunity to talk. The signs you 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 to ask a student if they are alright, or if you can help in any way.

Staff should use the Welfare Concern Form (Appendix 10) to record these early concerns. You should then pass this information to both the DSL and the student's SPL. If a student does begin to disclose that they are being abused in any way you should follow the guidance in the 'Child Protection' section.

If staff are concerned about the behaviour or conduct of another member of staff, volunteer or visitor then there is a Confidential Reporting Code ('whistle blowing'). Confidential reporting is the disclosure or communication of information about possible malpractice by individuals or organisations. It is intended to enable staff to disclose information about their concerns internally and to provide members of staff reporting with protection from subsequent victimisation, discrimination or

disadvantage. Concerns of this nature should be disclosed to the Headteacher or, where this is inappropriate, the Chair of Governors. Where both of these are inappropriate the Chief Education Officer should receive the disclosure.

There is a comprehensive confidential reporting code/whistle blowing policy available on staffshare.

8. Referrals to Social Care

Springwell Community College will ensure that if any staff (governors and volunteers) have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

See Appendix 6 for more detailed information of the procedures.

9. Parents/carers will all receive the following statement in the College Prospectus:

***Safeguarding Students:** Parents/carers should be aware that the college will take any reasonable action to ensure the safety of its students. In cases where the college has reason to be concerned that a student may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Local Authority Safeguarding procedures and inform Social Care of their concern.*

Notifying Parents/Carers

The college will normally seek to discuss any concerns about a student with their parents/carers. This must be handled sensitively and the DSL will make contact with the parent/carer in the event of a concern, suspicion or disclosure.

However, if the college believes that notifying parents/carers could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's Social Care.

Parents/carers will not be informed of concerns unless staff are certain that the safety of the student will not be prejudiced by their doing so.

10. Training

Springwell Community College will incorporate signs of abuse and specific safeguarding issues on briefings, staff induction training and ongoing training for all staff, Governors and volunteers.

The college recognises the importance of regular training for all staff. Therefore:

- The Designated Safeguarding Lead will attend one day's appropriate training at least every other year, and more frequently when changes of procedure require it.
- All staff, both teaching and non-teaching, governors and volunteers who come into contact with students, will be updated in Safeguarding every year, and more frequently when changes of procedure require it.
- All staff, both teaching and non-teaching, who come into contact with students will receive Level 1 training every two years, and more frequently when changes of procedure require it.
- Anyone joining the college staff will be briefed fully concerning their responsibilities within Safeguarding procedures before beginning their duties.

- All staff will be trained every year with regard to procedures connected with the Physical Intervention policy.
- All staff, Governors and volunteers can access broad Government guidance and more importantly access to local procedures, strategies and tools through; www.derbyshirescb.org.uk
- Specific safeguarding issues will be shared via safeguarding briefings as and when required.

11. Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that schools will endeavour to ensure their staff, Governors and volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

Bullying including cyber bullying*
 Child Sexual Exploitation (CSE)*
 Domestic Violence*
 Drugs
 Fabricated or induced illness
 Faith abuse
 Female Genital Mutilation*
 Forced marriage
 Gangs and youth violence
 Gender based violence/violence against women and girls (VAWG)
 Hate
 Mental Health
 Private fostering*
 Preventing radicalisation*
 Online abuse/sexting*
 Teenage relationship abuse*
 Trafficking
 Missing children*
 Child sexual abuse within the family*
 Poor parenting*

*denotes current key concerns in Derbyshire

Children Who May Be Particularly Vulnerable

Some children have an increased risk of abuse. It is important to understand that this increased 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 a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse

- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of racism, ethnicity, religion or sexuality
- Involved directly or indirectly in sexual exploitation, prostitution or child trafficking (see Appendix 13)
- At risk of female genital mutilation (FGM) or forced marriage.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

12. Prevent Duties

The College will ensure all staff including Governors and volunteers adhere to the duties in the Prevent Guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capacity to deal with issues arising
- Communicate the importance of the duty
- Ensure all staff, Governors and volunteers implement the duty

Springwell Community College will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

The College is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the college.

The College will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate alongside Welfare Concern Forms, Child Protection Referrals and Prevent referrals.

13. Female Genital Mutilation

Springwell Community College recognises and understands that there is now a mandatory reporting duty for all staff to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the College unless there is a good reason not to do so.

Signs and indicators of Female Genital Mutilation can be sourced in Appendix 13.

14. Allegations of abuse against other children / Peer on Peer Abuse

The college recognises that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a college to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the college.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the Local Authority. This may mean a referral into the Police and Social Care. The college will consider and may apply the disciplinary policy. The College will offer support to a victim.

Signs and indicators of Peer on Peer abuse can be sourced in Appendix 13.

15. The sending of indecent images from one person to another through Digital Media Devices.

The college accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

- Derby City & Derbyshire Children's Social Care Safeguarding Procedures chapter; http://derbyshirescbs.proceduresonline.com/chapters/p_abuse_img_ch_ict.html?zoom_highlight=sexting
- Derbyshire Police, interim guidance on "Sexting" Version 3. June 2016
- The Dfe guidance 2016 on Searching Screening and Confiscation Advice for Schools.

16. Extended services and off-site arrangements

Where extended college activities are provided by and managed by the college, 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.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection and health and safety arrangements are in place.

17. Recruitment and Staffing (Appendix 8)

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;

- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must, where possible, undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty;
- That we make use of the DBS Service where appropriate;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (college may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- That our volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children;
- That all our governors have the enhanced DBS and other checks that may be required;
- That we understand the requirements if schools/colleges are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children/young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g. banned political groups.

18. Early Help

All staff (governors & volunteers) are made aware of what 'Early Help' means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the college (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and families. For more information all staff, Governors and volunteers can refer to Derbyshire's 'Early Help Offer' and Starting Point:

https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps - Early Help and intervention (MAT) and for welfare and Child Protection concerns.

We will follow the referral process for all Early Help requests by using an electronic form made available on www.derbyshire.gov.uk/startingpoint.

When calls are received they are screened, and advice is given around the next steps to take. All contacts will be passed to a Social Work Senior Practitioner.

In all cases the Senior Practitioner will decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either the Multi-Agency Team or Children's Social Care for assessment.

19. Allegations Against Staff, Governors and Volunteers who Work with Children

The college will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link:

http://derbyshirescbs.proceduresonline.com/chapters/p_alleg_staff_carer_volunteer.html

If a member of staff has concerns about another member of staff, then this will be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case and by an appropriate member of the Senior Management Team.

We will inform all our staff that anyone can report direct to LADO any concerns about a member of staff.

The college will ensure we have followed all the necessary duties and guidelines under this process and under Whistle Blowing.

Where there are allegations that are substantiated, the college will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the "Keeping Children Safe in Education 2016" Guidance pg. 49/50.

20. Safeguarding Portfolio

The Springwell Community College Safeguarding Portfolio contains the following policies and procedures:

- Keeping Children Safe in Education: Statutory Guidance April 2016
- Keeping Children Safe in Education: information for Schools and Colleges April 2016
- Managing Allegations Against Staff
- Whistleblowing Policy
- Safer Working Practice
- CAYA Threshold Document
- Equal Opportunities Policy
- Derbyshire Schools' Domestic Violence Protocol
- Sex and Relationship Education Policy
- Behaviour for Learning Policy
- E-Safety Policy
- Anti-Bullying Policy
- CAYA SCB Escalation Policy and Process
- Attendance and Punctuality Policy (including CME)
- College Complaints Procedure
- The Annual S175 Safeguarding Audit with Action Plan

- Use of Physical Intervention
- Safer Recruitment Guidance.

All documents are available on the college Moodle. A printed copy is available in the DSL's office.

21. Management of the Policy

The Governing Body will:

- Ensure all Governors are effective in the management of safeguarding;
- Ensure all staff including all other Governors and volunteers read and have access to the policy
- That it is displayed on the college's website
- That is overseen to ensure its implementation
- Review its content on an annual basis.

The Headteacher will report annually on Safeguarding activity and progress within the college to the Governing Body.

The Designated Safeguarding Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. A copy of which will be submitted to the CPM for Schools / Education settings at Derbyshire County Council. This will be held on file and reported to the Derbyshire Safeguarding Children's Board.

The Headteacher will report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the college and using the processes with the Local Authority to report.

Roles and Responsibilities

All staff, volunteers and Governors have responsibility for the following:

- Being aware of the Derby and Derbyshire Safeguarding Procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing who the college's Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEND and Anti- Bullying including who is the college link Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the college;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher, should be referred to the Chair of Governors;
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support.
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2015', relevant sections of 'KCSIE 2016' and local procedures for 'Safer Working Practices';
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting students who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If staff, Governors and volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide to take the next step, (however, any member of staff, Governor or volunteer in a School/College can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All staff (Governors and volunteers) are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing 2015). www.derbyshirescb.org.uk;
- To recognise the new requirements on Children Missing from Education and particularly those where it is believed a child/children may be leaving the country;
- To refer and adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.

- Recognising that Elective Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate;
- Recognising that Looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential;
- All staff (Governors and volunteers) recognise their roles and responsibilities under SEND that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into Early Help Social Care Services for an assessment of their needs;
- All staff (Governors and volunteers) are aware of the Private Fostering Policy and have an understanding of host families (Annex A KCSIE May 2016) and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All staff (Governors and volunteers) are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the Prevent Duty for schools/colleges;
- All staff (governors and volunteers) know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the college who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All staff (Governors and volunteers) should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- The college Reviews. We are aware of the impact this has on how we carry recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning out our Safeguarding and Child Protection responsibilities and roles.

Governors, College Leadership are responsible for (and need to ask the college about):

- Taking leadership responsibility for the college's Safeguarding and Child Protection arrangements;
- They are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School/College liaising with other partners and agencies;
- Ensuring that we have a Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the college. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school/college. That the DSL's are fully equipped to undertake the Safeguarding role and that they have access to the

appropriate training and that has updates at least annually and with certified training very two years.

- That a Designated Safeguarding Lead is on the premises and available, where this is not available there is cover in place. Therefore, ensuring there is cover at all times for staff to have a clear pathway for raising concerns and in a timely way;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That we work towards/have a nominated link Governor for CIC (Children in Care/Looked after Children) and SEND alongside other nominated leads in the college on these issues;
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the local Safeguarding procedures and the college's procedures for reporting, responding and recording Child Protection concerns;
- That procedures are in place in handling allegations against staff, or volunteers and any concerns staff and volunteers have (including concerns about the setting) are brought to the attention of the Local Authority Designated Lead (LADO) in every case;
- That all staff, (including volunteers and frequent visitors) who will be working in the college is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a child's safety or welfare, and knowledge about the college policies and procedures;
- That all staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- That all staff including volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That important policies such as those for behaviour and bullying, are kept up to date.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum makes best use of PSHE to cover Safeguarding issues with children;
- We have in place an On-line Safety Policy equipped to deal with a widening range of issues associated with technology;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to/refer where required.
- That we notify the Children's Social Care department if there is an unexplained absence of a student who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all staff (Governors and volunteers) are made aware of the Confidential Reporting Code (Whistle Blowing 2015).
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the college's website.

Code of Ethical Practice

All college staff are valued members of the college community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students. All college staff are expected to work in accordance with the 'Working Together to Safeguard Children' (April 2015) guidance.

All college staff should:

- Place the safety and welfare of students above all other considerations.
- Treat all members of the college community, including students, parents/carers, colleagues and governors, with consideration and respect.
- Adhere to the principles and procedures contained in the policies in our Safeguarding Students Portfolio and in teaching and learning policies.
- Adhere to the Staff Code of Conduct Policy
- Treat each student as an individual and make adjustments to meet individual need.
- Demonstrate a clear understanding of and commitment to non-discriminatory practice.
- Recognise the power imbalance between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused.
- Understand that college staff are in a position of trust² and that sexual relationships with a student, even over the age of 16, may be an offence.
- Be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm.
- Encourage all students to reach their full potential.
- Never condone inappropriate behaviour by students or staff.
- Only use physical intervention if there is a risk of danger to the student or other students and after all B4L strategies have been exhausted.
- Take responsibility for their own continuing professional development.
- Refrain from any action that would bring the college into disrepute.
- Value themselves and seek appropriate support for any issues that may have an adverse effect on their professional practice.

Staff name:

Signature:

Date:

² Section 16 of The Sexual Offences Act 2003

Definition of Abuse

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

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.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

- Provide adequate food, clothing and shelter,
- 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.
- Respond to a child's basic emotional needs.

Signs of Abuse

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises, in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.

- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in the family. College staff and volunteers should play a crucial role in identifying/reporting any concerns that they may have through understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Listening to Students

If a student discloses sexual abuse, remember that this may be the beginning of a legal process, as well as of a process of recovery for the student. Legal action against a perpetrator can be seriously damaged by any suggestion that the student has been led in any way.

So ...

- ❖ Do not ask questions. Just listen and be supportive (see below)
- ❖ Do not stop the student if he/she needs to tell you more than you have to know to be sure that he/she has been abused. BUT
- ❖ Do not encourage the student to tell you more than she/he wishes.
- ❖ If you do need to ask a question ensure it is 'open ended' and record the question asked.
- ❖ As soon as you can, write a detailed account, as accurately as possible, of what the student said, as a witness statement. Put the date and time on it and sign it. Hand it to the Designated Safeguarding Lead for filing.

Five things to tell a student who has disclosed abuse ...

1 "I believe you"

Students rarely lie about sexual abuse.

2 "It's not your fault"

It is always the adult's responsibility.

3 "I'm glad you told me"

Students who talk about the abuse are likely to be seriously affected.

4 "I'm sorry this has happened to you."

5 "I'm going to help you"

But ... don't make promises you may not be able to keep.

Referring to Children's Social Care

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A telephone referral must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care.

If the child has been the subject of an Early Help Assessment then a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

When a member of staff, volunteer, parent, practitioner, or another person has concerns for a child, and if the college are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the school should contact Starting Point.

The DSL should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;

- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous CAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- See Child Protection Flow Chart (Appendix 5)

Staff Member has a
SAFEGUARDING CONCERN

RECORD



Share Concern with
DSL/DDSL/HT

RECORD



Is there ACTUAL PHYSICAL INJURY?

YES

NO

Is the Injury SERIOUS?
(eg head injury, suspected fracture,

YES

NO

College take
student to A&E

AND

INFORM SOCIAL CARE
Discussions to include when
parents/carers to be informed and by
whom

AND

↓

Has the student made
a clear DISCLOSURE

YES

NO

DSL/HT to discuss concern with
relevant staff, and with other
agencies, where appropriate

Do ANY staff still have clear
Safeguarding concerns?

YES

NO

RECORD:

- 1 College record of concerns, reasons for concerns, actions taken and reasons for actions;
- 2 Witness statements from any staff involved.

**In-College
Safeguarding
Procedures
Flowchart**

Abbreviations used: DSL = Designated Safeguarding Lead DDSL = Deputy DSL
A&E = Accident and Emergency HT = Headteacher

Recruitment

Springwell Community College will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children safe in Education May 2016' are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will in all cases for example check on:

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment.

We will have a Single Central Record which will cover all staff, including Governors, and volunteers where necessary, according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

We will ensure that all staff (Governors & volunteers) are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Springwell Community College will ensure there is a Staff Code of Conduct, ensuring all staff and volunteers are familiar with Safer Working Practices which includes all new staff, volunteers and all others working within the college. This also includes advice on conduct, safe use of mobile phones and guidance on personal/professional boundaries in emailing, messaging, or participating in social networking environments. All staff will sign the College's Code of Ethical Practice Statement.

We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

The Disclosure and Barring Service (DBS);

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility <https://www.gov.uk/government/publications/dbs-regulated-activity>

Springwell Community College fully understands the statutory guidance on regulated activity, the role of a supervised volunteer and the unsupervised volunteer as outlined in the KCSIE May 2016, Annex F.

We will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order);
- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

Information Sharing Advice for Safeguarding Purposes

'Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People and Parents/Carers' was updated and revised in 2015. The most important consideration is whether sharing information is likely to safeguard and protect a child.

When it comes to sharing information the Golden Rules on Information Sharing should be considered;

1. The Data Protection Act 1988 should not be seen as a barrier for sharing information in respect of a child protection but should be used as a framework to ensure that information is shared appropriately and legally.
2. Be open and honest with the person (and/or their family where appropriate) from the onset about why, what, how and with whom information will, or could be shared, and seek their agreement unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still have to share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. Keep a record of your decision and the reason for it – whether it is to share information OR not. If you decide to share, then record what you have shared, with whom and for what purpose.

Welfare Concern Form

Use this form to record any concerns about a student's welfare and give it to the Designated Safeguarding Lead and the student's Student Progress Leader. It must be printed and **NOT transmitted via email**.

If you suspect the student may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must register this, along with your written and signed notes, to the Designated Safeguarding Lead today.

Your name and designation	
Student's full name	
Student's Tutor Group	
Date of this record	
Why are you concerned about this student? What have you observed and when? What have you heard, by whom and when?	
Have you spoken to the students?	YES NO
What did they say? Use the students own words	

Have you shared your concern with anyone else? If so whom?		
Is this the first time you have registered a concern about this student?	YES	NO
Further details:		
Date and time information passed to DSL/SPL		
By which method?	Handwritten	Typed
Outcome by DSL/SPL		

Action Taken;	
Date:	By Whom:
Please tick to confirm: Copy in Student file	

TERMINOLOGY

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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 the college, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

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

Context

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

Section 157 of the same act and the Education 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.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in children's behaviour and the outwards signs of abuse. Children may also turn to a trusted adult when they are in distress or at risk. It is vital that college staff are alert to the signs of abuse and understand the procedure for reporting their concerns.

Abuse of Trust Statement

All college staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

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 that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The college's Code of Ethical Practice sets out our expectations of staff.

Vulnerable Children

Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the college's Anti-Bullying Co-ordinator where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than tackling bullying procedures. In particular, research suggests that up to 30% of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the college will work with other relevant agencies to maintain the safety of the whole college community. Young people who display such behaviour 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.

Sexual Exploitation of Children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts and sometimes accommodation. Sexual exploitation is a serious crime and can have a long lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Risk factors may include:

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a student, they will refer to the Safeguarding Designated Lead/s within the college.

Counter-Terrorism and Security Act 2015

This act places a duty on specified authorities, childcare, education and other children's service providers, in the exercised of their functions, to have due regard to the need to prevent from being drawn into terrorism ('the Prevent duty').

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

The most significant point to note for college staff is 'comes to adopt' as this implies a change from previous behaviour and this is something that staff can look out for. Safeguarding students from radicalisation is no different from safeguarding them from other forms of harm. College staff are best placed to spot any signs before the situation becomes drastic. Changes in peer group, ideology and behaviour are more obvious to professionals with regular contact with students.

Young people being radicalised are subject to abuse of one form or another. They are being drawn into an environment which leads them into a single focussed mind-set and commitment to engage with a set of values and behaviours which are not in their best interest.

Signs to look out for in students:

- Changing their behaviour or appearance
- Adopting styles of clothes associated with groups whom they have had no previous connection, this could be faith or political based
- Becoming isolated from friends, peers or family members
- Becoming involved with groups of students who have strong ideological ideas
- Viewing websites which contain extremist ideologies or symbols
- Attempting to recruit others to an extremist ideology or cause
- Vocalising extremist ideologies, using extremist language
- Questioning identity and sense of belonging
- Glorifying current terrorist activity in the media
- Displaying extreme behaviour related to ideology and/or religion
- Requesting extended holiday leave to regions known to be unsafe or places not associated with the family
- Possessing or discussing extremist material
- Family not being aware of absences from classes.

All staff should be aware of the indicators of radicalisation and extremism and all concerns should be reported immediately to the DSL.

Where appropriate the college will make a referral to the DSCB CHANNEL programme. 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 or radicalisation.

Female Genital Mutilation (FGM)

FGM includes any mutilation of a female's genitals, including partial or total removal of the external genitalia for so-called cultural or other non-medical reasons. FGM is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal and is a Child Protection issue.

Indicators that a girl may be at risk of FGM

- Days absent from college
- She has a parent from a practising community
- She and her family have a low level of integration into a community
- The mother or any sisters have experienced FGM
- She is withdrawn from PSHE
- She has talked about, or you know about, the arrival of a female family elder
- She talks about it to other students

- She refers to a 'special procedure' or 'special occasion' or 'becoming a woman'
- She is out of the country for a prolonged period
- She is taking a long holiday to her country of origin or another country where the practice is prevalent

Indicators that a girl has experience FGM

- A girl has problems walking/standing/sitting
- She spends a lot of time in the toilet
- She has a bladder or menstrual problem
- She has prolonged or repeated absences from school
- She has a reluctance to undergo medical examinations
- She is asking for help but giving a lack of explicit information

Any concerns about FGM must be reported to the DSL immediately who will contact the Police, DSCB, Social Care and the FGM Helpline.

Allegations of abuse against other children / Peer on Peer abuse

We recognise peer on peer abuse can take some of these forms:

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We are working hard as a College to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Learning from Serious Case Review (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding three years.

We have identified that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment.

Teenagers – a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child Sexual Exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage.

Parents – the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men.

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR sub-committee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording
- Assessing the complete circumstances of the child and family, including their history
- Critically analysing all information
- Ensuring the needs of the child are paramount above those of the parents
- Seeing a child at home and where they sleep.

Specific learning for schools/colleges from SCRs nationally³

- Professionals in all agencies should keep a clear focus on the child
- Clear guidance is required to enable staff to challenge each other, and families and escalate any concerns they may have.

³ DP SCR Coventry Safeguarding Board 2013/KW SCR Birmingham Safeguarding Children Board 2013

- All schools/colleges must have robust systems in place for recording injuries or welfare concerns noted on children by staff, and schools/colleges must ensure that appropriate actions are taken.
- The role of the Designated Safeguarding Lead for Child Protection in schools/colleges must be clearly understood and used effectively.

Contact Details:**Starting Point: Tel: 01629 533 190**

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child is suffering or at risk of significant harm

All other requests for support for children and their families use an on line referral form www.derbyshire.gov.uk/startingpoint

Call Derbyshire (Derbyshire adults 18+): Tel: 01629 533 190

LADO (Local Authority Designated Officer)**Miles Dent****Tel: 01629 531940****Police Non Emergencies:****101**

DFE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults

<https://www.gov.uk/report-child-abuse>

CEOP: <https://www.ceop.police.uk/>

NSPCC - National Helpline: 0808 800 5000

Childline: 0800 11 11

Prevent:

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council

seamus.carroll@derbyshire.gov.uk

01629 538494

07771 980107

Child Protection Manager Schools/Educational Settings Derbyshire County Council:

Debbie Peacock

01629 531079

Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team: 01629 532178

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team