
Mid Cheshire College

Safeguarding & Prevent Policy

Policy name:	Safeguarding & Prevent Policy
Policy reference:	Pol-SG-SS
Created by:	Acting Director of Support
Approved by:	Principal & the Governing Body
Date of last review:	April 2017
Date of next review:	August 2017
Revision number:	14
	Staff Recruitment Policy Relationships at Work Policy Teaching, Training, Learning and Assessment Policy Equality & Diversity Policy Information, Advice and Guidance Procedures Additional Learning Support Procedures Learner Involvement Procedures Reasonable Adjustment and Special Consideration Procedures Student Attendance and Punctuality Procedures Monitoring At Risk Learners Student Disciplinary and Positive Behaviour Management Procedures Dealing with Harassment or Bullying Procedures Tutorials Procedures Work Experience Procedures Monitoring 'At Risk' Learners Health & Well-Being Strategy

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Purpose

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.¹

The purpose of the Safeguarding Policy, Procedures and Training are to ensure the college provides a safe environment for children, young people and adults at risk to learn. The college is committed to:

- a. Raising the awareness and identification of children or adults at risk who are at risk of significant harm and providing clear procedures for reporting concerns
- b. Raising the awareness of young people and adults at risk, including the importance of staying safe on-line
- c. Establishing procedures for reporting and dealing with allegations of abuse against members of staff
- d. The safe recruitment of staff

Scope

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action²

This policy applies to all Mid Cheshire College staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used to denote all these groups.

College staff will follow the guidance outlined in the safeguarding procedure.

Mid Cheshire College has a statutory and moral duty to promote and safeguard the welfare of all our students under the age of 18 and Adults at risk receiving education and training at the college. This includes protecting them from situations where they are abused.

The policy applies to all students under the age of 18 years of age, all adults at risk, all students over the age of 18 where there are minors in the household and abuse is disclosed and all staff without exception. The policy is also applied to all visitors and contractors to the college.

¹ Keeping children safe in education September 2016

² Keeping children safe in education September 2016

Responsibility

The policy ensures all disclosures are referred to the Designated Safeguarding Officers, where they will be acted upon accordingly.

Operational responsibility for the implementation of the policy lies with the Acting Director of Support. This policy will be monitored by Senior Management and the Director of Support, at appropriate intervals and will be reviewed on a regular basis.

The Principal has overall responsibility for Safeguarding.

General Principles and definitions

- 4.1 The College recognises that it has a statutory obligation under the Children Act 1989, the Children Act 2004, section 175 Education Act 2002, section 55 of the Borders, Citizenship and Immigration Act 2009 and Keeping Children Safe in Education 2016, to safeguard and promote the welfare of its individuals. This document offers guidance and outlines procedures that should be followed in all cases of suspected abuse and situations of serious risk. It applies to all individuals under the age of 18 or those over 18 who are considered to be “adults at risk”. An adult at risk is any person who is 18 or over in need of community care services by reason of mental or other disability, or illness and maybe unable to take care of themselves or protect themselves against significant harm or serious exploitation.
- 4.2 Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 4.3 In relation to adults at risk the government set out key principles in its guidance document “No Secrets” (Department of Health, 2000) which said “the protection of adults at risk should always receive a high priority and that all agencies should be able to clearly demonstrate they are able to respond to abuse with prompt, timely and appropriate action”.
- 4.4 The College also recognises its responsibility to safeguard children and adults at risk in the wider community. For instance, if an individual has younger siblings or an adult at risk within their family.
- 4.5 This policy applies to all “children” i.e. young persons under the age of 18 years or those over 18 considered to be an adult at risk
- 4.6 The welfare of the child/learner is, at all times, of paramount importance, irrespective of where any harm takes place.

Procedure

Throughout the Safeguarding Policy and Procedures, references are made to

~~'children and young people', this term is used to mean 'those under the age of 18'.~~
The college recognises that some adults are also vulnerable to abuse, hence this policy will also refer to adults at risk. The college is committed to ensuring that we:

- a. Provide a safe environment for children, young people and adults at risk to learn.
- b. Identify children, young people and adults at risk who may benefit from early help. Ensure the appropriate staff and/or external agencies are involved in an early help assessment.
- c. Identify children, young people and adults at risk who are suffering, or likely to suffer significant harm, and take appropriate action to see that such children, young people and adults at risk are kept safe, both at home and at the college.
- d. Establish clear procedures for reporting and dealing with allegations of abuse.
- e. Establish a clear training schedule to ensure all staff are trained and familiar with the Safeguarding Policy and Procedures.
- f. Provide appropriate support to students who have been abused. For example, offering them the services of a counsellor/mentor
- g. Establish clear procedures for reporting and dealing with allegations of abuse against members of staff.
- h. Establish the safe recruitment of staff in compliance with the Disclosure and Barring Service (DBS) regulations, including DBS checks and additional List 99 checks to ensure that staff are not prohibited from teaching as well as obtaining and checking of references and identity checks.
- i. Ensure all staff who work for Mid Cheshire College are made aware during induction, of the Sexual Offences Act 2003 and that it is an offence for a person over the age of 18 to have a relationship with a child under the age of 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works at the same establishment as the child, even if he/she does not teach the child.

In developing the Safeguarding Policy, the college have consulted with and taken into account, guidance issued by the Department for Education (DfE), the NSPCC, CEOP, UK Council for Child Internet Safety (UKCCIS) the Local Safeguarding Children Board (LSCB), Adult Safeguarding Board.

The college will refer concerns that a child, young person or adult at risk is at risk of significant harm to Social Services and/or the Police.

5.1 Designated Staff with Responsibility for Child Protection

The governing body will appoint a governor with special responsibility for child protection/adult at risk issues, for the academic year 2016-2017 **this is Val Armstrong**. They will undertake appropriate training with Social Services and other external agencies as appropriate.

There will be a member of the College Management Team, with lead responsibility for child protection and adult at risk protection who reports to the Principal. The designated member of staff with lead responsibility for child protection and adult at

risk protection is the Acting Director of Support, assisted by the Safeguarding Manager and Safeguarding Officers. All Designated Safeguarding Officers will be required to update their LSCB training every 2 years.

All staff undergo safeguarding and child protection training at induction, all staff receive updates at least annually to ensure they are equipped with the skills and knowledge to safeguard children effectively. Refresher training takes place annually, with full training at least every 3 years.

The governing body and the Executive Leadership Team (ELT) will receive on an annual basis, a report on safeguarding issues and duties discharged (as well as a termly update). The designated member of staff with lead responsibility for child protection and adults at risk protection is responsible for reporting deficiencies in procedure or policy identified by the LSCB (or others) to the governing body at the earliest opportunity.

Designated Member of Staff with Lead Responsibility

The Acting Director of Support, has the lead responsibility for safeguarding and child protection and has a key duty to take lead responsibility for raising awareness with staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within the College.

The Director of Support, has received training in child protection and safeguarding adults at risk issues and inter-agency working, as required by the Local Safeguarding Children Board (LSCB) and will receive refresher training at least every 2 years as well as regularly monitoring developments surrounding safeguarding and child protection.

The designated Safeguarding Officer is responsible for:

- a. Overseeing the referral of cases of suspected abuse or allegations to Social Services
- b. Identifying deputy designated safeguarding leads and ensure they are appropriately trained.
- c. Ensuring during term time the designated safeguarding lead and or a deputy is available in College to discuss safeguarding concerns.
- d. Ensuring that adequate and appropriate cover is available for out of hours/out of term activities.
- e. Providing advice and support to other staff on issues relating to child protection
- f. Maintaining a proper record of any child protection referral, complaint or concern, even where that concern does not lead to a referral (see section 13 Confidentiality and section 14 Written Records)
- g. Liaising with the Principal and Governors in relation to ongoing enquiries under Section 47 of the Children Act 1989 and police investigations

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- h. Ensuring that parents of children and young people within the College are aware of the College's Safeguarding Policy
 - i. Liaising with the local authority, **LSCB** and other appropriate agencies
 - j. Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils
 - k. Liaising with employers and training organisations that receive children or young people from the College on long term placements to ensure that appropriate safeguards are put in place
 - l. Ensuring that staff receive appropriate training in child protection issues and are aware of the College child protection procedures.

Designated Staff Members

- a. Report to the senior member of staff with lead responsibility
- b. Will know how to make an appropriate referral (however, **the Acting Director of Support, and the Safeguarding Manager** will make referrals to Social Services / Police, if available to do so)³
- c. Will ensure that all referrals to Social Services / Police will be made verbally and via the appropriate referral form as directed by the **LSCB**
- d. Will be available to provide advice and support to other staff on issues relating to child protection
- e. Have particular responsibility to be available to listen to children and young people studying at the College
- f. Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- g. Have received training in child protection issues and inter-agency working, as required by the **LSCB**, and will receive refresher training at least every 2 years
- h. Will ensure that all referrals, complaints or concerns remain confidential (see section 13 Confidentiality and section 14 Written Records)

Designated Governor

The designated governor is responsible for liaising with the Principal and the Designated Safeguarding Officer with lead responsibility over matters regarding child and adult at risk protection, including:

- a. Ensuring that the College has procedures and policies which are consistent with the **LSCB's (Social Services)** procedures
- b. Ensuring that the governing body considers the College policy on safeguarding each year
- c. Ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

³ Unless in the case of Female Genital Mutilation

The designated governor is responsible for overseeing the liaison between agencies such as the police, social services in connection with allegations against the Principal. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries. To assist in these duties, the designated governor shall receive appropriate training.

The Governing Body

The Governing Body should ensure that:

- The college has appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This includes an effective child protection and safeguarding policy and a code of conduct written in accordance with local authority guidance and locally agreed inter-agency procedures. The policy is provided to all staff, including temporary staff and volunteers, and is made available to parents on request
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions in order to identify the risk of abuse and neglect and to prevent the risks of their going missing in the future
- The college operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- The college has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- A senior member of the college's **Executive Leadership Team** is designated to take overall responsibility for safeguarding and that this person has the necessary training and experience to undertake this role
- Staff undertake appropriate safeguarding training
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Principal
- An identified member of staff has responsibility for monitoring the achievement and personal circumstances of students who are in local authority care
- Where services or activities are provided on the college premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding and liaises with the college on these matters where appropriate
- They review their policies and procedures annually
- All policies and procedures take into account the statutory guidance outlined in "Keeping children safe in education: statutory guidance for schools and

An annual report is produced to ensure that Governors have an overview of safeguarding activities undertaken during the year and approve areas for development.

The Safeguarding and Prevent Strategy Group

This meets termly to address issues such as safeguarding policy/procedure, staff training programme, student activities, maintaining outstanding safeguarding and other relevant issues. Members of the team are the Director of Support, Personal Development and Progression, Student Wellbeing Manager, Health & Safety Officer, Director of Human Resources and Director of IT Services. The Designated Governor is also invited to attend.

5.2 Definitions of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.⁴

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

The College recognises the following as definitions of abuse:

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or adult at risk. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation may be described as fabricated or induced illness by carer.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child or adult at risk such as to cause severe and persistent adverse effects on the individual's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example, by witnessing domestic abuse within the home or by being bullied, or, the exploitation or corruption of children. This also includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

⁴ Keeping children safe in education September 2016

Some level of emotional abuse is involved in all types of ill treatment 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, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Sexual abuse towards adult at risks includes rape and sexual assault or sexual acts to which the adult at risk has not or could not consent and/or was pressured into consenting.

Neglect

Neglect is the persistent failure to meet a child or adult at risk basic physical and/or psychological needs, likely to result in the serious impairment of the child or adult at risk's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child or adult at risk from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or adult at risk basic emotional needs.

Bullying & harassment and cyber bullying are also forms of abuse which are addressed in the Anti-Bullying & Harassment Policy.

Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual'

relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

FGM professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young

person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police.

Private fostering⁵

Private fostering is very different from the care of children provided by local councils under the Children Act 1989.

Children under 16 (or 18 if disabled) are classed as privately fostered when they are cared for on a full-time basis by adults, who are not their parents or a close relative (brother, sister, aunt, uncle, or grandparents by birth or marriage) for a period of 28 days or more.

Usually a birth parent chooses and arranges private foster placements, which could take many forms. These include:

- children coming from abroad to access the education and health systems
- children living with a friend's family after separation, divorce or arguments at home
- teenagers living with the family of a boyfriend or girlfriend
- people who come to this country to study or work, but antisocial hours make it difficult for them to care for their own children.

Sometimes it's the young person themselves who chooses to live elsewhere and their parents do not object.

There are many reasons why a parent may be unable to look after their child full time, such as:

- Being admitted to hospital
- Going abroad for lengthy periods
- A breakdown in relationship between a parent and young person

Should the College become aware of a private fostering arrangement in place for a learner this will be reported to the relevant local authority, to ensure they are aware. The College understands that the local authority has a duty to ensure that children are well cared for in a safe and suitable home.

Other safeguarding issues include:

- Bullying including cyber bullying
- Children missing from home, care or education

⁵ Warrington Borough Council website www.warrington.gov.uk

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- Domestic violence
 - Drugs
 - Fabricated or induced illness
 - Faith abuse
 - Forced marriage
 - Gangs and youth violence
 - Gender-based violence/violence against women and girls
 - Hate
 - Mental health
 - Preventing radicalisation
 - Relationship abuse
 - Trafficking

Additional forms of abuse relevant to adult at risks:

Financial/Material Abuse

This includes theft, fraud, pressure around wills, property or inheritance or misuse of benefits.

Discriminatory Abuse

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

Self-Neglect

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

- payments are made to them (or to another on their behalf) in pursuance of arrangements under section 57 of the Health and Social Care Act 2001 (c.15)
- they require assistance in the conduct of their own affairs⁶

5.3 Forced Marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages,

the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangement remains with the individuals. In forced marriage, at least one party does not consent to the marriage and some element of duress is involved.

Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although, there is evidence to suggest that as many as 15% of victims are male.

Forced Marriage is a criminal offence, the offences can include, abduction, physical

⁶ Safeguarding vulnerable groups act 2006

violence, threatening behaviour. Sexual Intercourse without consent is rape.

How to proceed if you suspect a student may be forced into a marriage against their will.

If you suspect that one of your students is being forced into a marriage against their will, contact a Designated Safeguarding Officer, who will make an assessment whether to contact Social Services or go directly to the Forced Marriage Unit with the Police.

If a female ethnic minority student leaves college unexpectedly and without explanation, contact a Designated Safeguarding Officer, who will try to find out why this student has 'suddenly' left the college without explanation and monitor any concerns.

5.4 Procedure to follow in the event of a disclosure or concern being raised with regards to child protection or adult at risk Protection

If a student discloses to a member of staff that abuse has taken place, they should be listened to carefully. The following points give guidance on how to proceed with a student who makes an allegation.

- 5.4.1 The member of staff receiving the disclosure should remain calm
- 5.4.2 The student should be listened to carefully, but not interviewed or asked to repeat the account. As soon as it becomes clear that the student is making an allegation of abuse, it is important that the student is gently informed, that the member of staff cannot keep this information to themselves, that they have a legal duty to pass it on to the Designated Safeguarding Officer. Confidentiality cannot be offered to the student.
- 5.4.3 The student should not be interviewed. Questions can be asked without pressure to ensure the member of staff fully understands what the student is telling them. The questions must be simple and not leading. For example, if a student states that they have been hurt, ask 'How were they hurt' as opposed to 'Did someone hit you'. Care should be taken to ensure assumptions are not made about what a student is saying.
- 5.4.4 As soon as possible, all of the details should be noted down on a Safeguarding Report Form (attached), including timing, setting, who was present, and what was said. Make sure the account reported is verbatim to the students own words or as close as is possible.

The completed Safeguarding Report Form must be given to a Designated Safeguarding Officer. No other paper or electronic copies should be kept.

- 5.4.5 The Designated Safeguarding Officer will discuss the line of action they have to take, so that the student is informed of the next stage. It may be appropriate for the Designated Safeguarding Officer to meet with the student.

If a Designated Safeguarding Officer is not available, contact the Deputy Principal or Principal. If the Lead Designated Safeguarding Officer cannot be

contacted, the Deputy/Principal will make a decision on action to be taken in line with this policy, which could include referral to Social Services or the Police. If the Deputy/Principal is unavailable, contact another member of ELT, or finally the Duty Manager.

Duty Managers have guidance to follow in the event of a referral being made "out of hours" or if a Safeguarding Officer cannot be contacted.

The statutory guidance states that any member of staff can make a referral if they have concerns about a child or adult at risk. However, the college policy is for all referrals to be made via the Safeguarding Officers so that referrals can be managed and monitored effectively.

However, if a child or adult at risk is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

- 5.4.6 If the student is enrolled on a 14-16 programme, the Designated Safeguarding Officer, will contact the School's Designated Child Protection Officer to liaise with them on referral. The conversation held with the school will be documented on a Safeguarding Report Form.
- 5.4.7 If the student is over the age of 18, is suffering a form of abuse, but is not deemed an adult at risk, but as a college we are aware that there may be other siblings under the age of 18 in the environment, then a Designated Safeguarding Officer must be informed, using the Safeguarding Report Form.
- 5.4.8 Counselling/ mentoring support will be offered to learners where a disclosure has been made.

5.5 Reporting on Allegations of a Student abusing another Student

All staff are made aware that children, young people and adults at risk are capable of abusing their peers. Peer on peer abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Should an allegation of abuse be made against a student by another student, the Designated Safeguarding Officer needs to be contacted immediately. The Designated Safeguarding Officer will inform Social Services to determine if the police should be contacted as a matter of course.

Both sets of parents or carers will be informed if appropriate and safe to do so and a decision will be made whether to suspend the accused student, pending outcome of any investigation by Social Services and the Police.

Victims of peer abuse will be supported through College pastoral systems, Counselling facilities and where appropriate in partnership with external agencies.

Examples of Peer abuse

Gender based bullying

All staff will be made aware of gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Sexting

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, laptops - any device that allows you to share media and messages. Sexting may also be called, trading nudes, dirties, pic for pic⁷.

Creating and sharing sexual photos and videos of under 18's is illegal. Advice issued by UK Council for child internet safety (UKCCIS) has issued the phrase 'youth produced sexual imagery' instead of sexting. This covers the following types of incident –

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18⁸

Disclosing private sexual photographs and films with intent to cause distress is a criminal offence.⁹ However the College is aware of the consequences of criminalising children and follows the guidance issued by Cheshire and the Police when dealing with cases of sexting to ascertain full circumstances and identify whether the act is:-

Aggravated – Criminal or abusive elements

Adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts.

Experimental – Youths sending, receiving or forwarding sexually explicit messages, photographs or images of themselves: 1) to share with established boy or girlfriends 2) To create romantic interest in another youth 3) For reasons such as attention seeking (no criminal element or intent)

In the first instance the College will follow guidance issued by UKCCIS and existing safeguarding procedures when alerted to concerns regarding sexting. Should instances of sexting be disclosed or uncovered by the College, which are thought to be aggravated these will be referred to the **CSE Co-ordinator (Police) at MASH, Warrington Borough Council**. The CSE screening tool will also be used and a referral to Missing children/children at risk of sexual exploitation and trafficked children (**MCSETO) operational group** will be made. If appropriate young people will

⁷ NSPCC website www.nspcc.org.uk

⁸ Sexting in schools and colleges: Responding to incidents and safeguarding young people

⁹ Criminal Justice and Courts Act 2015

be directed to Child Exploitation Online Protection Centre (CEOP) to report if appropriate

5.6 Reporting and Dealing with Allegations of Abuse against Members of Staff

In rare instances, staff of education institutions have been found responsible for child abuse. Due to their frequent contact with children and young people in a variety of situations, including the wider caring role, staff may have allegations of abuse made against them. Staff relationships with students may lead to allegations against them being made by students or parents. The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. The College therefore needs policies and procedures on the management of situations where there are allegations of abuse.

These procedures outline the steps to be followed and considerations to be made for the reporting and subsequent management of an allegation of abuse against a member or members of staff.

It is imperative that those dealing with an allegation maintain an open mind and those that investigations are thorough and not subject to delay.

The College recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

5.6.1 Scope

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers and those who are employed by a sub-contractor working on behalf of the College. The word "staff" is used to denote all these groups.

5.6.2 Procedures - Making an allegation regarding concerns over another staff member

There are two ways to raise concerns regarding the conduct of another staff member. Staff can either report the allegation directly to the Acting Director of Support, or the Director of Human Resources or they may use the Concerns (Whistleblowing) Procedure.

If they chose to use the Concerns Procedure, then the staff member must be made aware that anonymity cannot be guaranteed if the matter is subsequently dealt with by the Police or other external organisation. The Concerns Procedure outlines how a member of staff can report an allegation. The Director of Human Resources, the Acting Director of Support and the Principal will then decide on how to deal with the matter who will then follow the normal procedure, including referral to the Local Area Designated Officer (LADO).

5.6.3 Procedures - Receiving an Allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in section 2.3 for dealing with disclosure.

The allegation should be reported immediately to the Acting **Director of Support**, or the Principal (unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Acting **Director of Support**, or the designated Governor).

Immediately upon an allegation being made, as well as consulting with a Local Authority Designated Officer (LADO) and/or the Police, **the Acting Director of Support**, or the Principal (or designated person if the allegation is against the Principal) should:

- Obtain written details of the allegation, signed and dated from the person who received the allegation. (Not from the student who made and/or was the subject of the allegation)
- The written details should be countersigned and dated by the Principal (or designated person).
- Record information about times, dates, locations and names of potential witnesses.

5.6.4 Initial Assessment by the Principal (or designated person)

The Principal (or designated person) should make an initial assessment of the allegation (ensuring consultation with the Staff Member with Lead Responsibility, the Designated Governor and the Local Safeguarding Children Board as appropriate).

Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to a Local Authority Designated Officer (LADO) at Social Services. It is important that the Principal (or designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- a. The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the College disciplinary procedures.
- b. The allegation can be shown to be false because the facts alleged could not possibly be true.

5.6.5 Enquiries and Investigations

Safeguarding enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the police, have no power to direct the College to

act in a particular way, however, the College should assist the agencies with their enquiries. Social Services and the Police would be likely to convene a Senior Strategy Meeting and a representative of the College would be expected to participate.

The College shall hold in abeyance its own internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Principal (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated person) is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the Police or other investigating agency, the Principal (or designated person) shall:

- a. Inform the child/children/adult at risk/parent/carer making the allegation that the investigation is taking place and what the likely process will involve
- b. Ensure that the parents/carers of the child making the allegation are aware that the investigation is taking place and what the likely process will involve
- c. Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve
- d. Inform the Chair of Governors and/or the designated governor of the allegation and the investigation

The Principal (or designated person) shall keep a written record of the action taken in connection with the allegation (see section 13 Confidentiality and section 14 Written Records).

Media attention during an investigation of an allegation can add to the problems for the member of staff and may even hinder an investigation. The College will carefully manage all media relations sensitively and appropriately, regrettably, it is often the case that the media become aware of allegations through parents or students. Any briefings to staff and governors will emphasize the need to avoid media coverage. Staff have the protection from the Human Rights Act 2000 to protect "privacy". Advising the member of staff of any early indications of media interest and or coverage will be essential.

5.6.6 Potential Outcomes from Senior Strategy Meeting

There are four possible outcomes from a strategy meeting. If the matter is referred to the Police or Social Services, the College will be guided by these agencies on how to deal with the matter. It is likely that this will result in an external investigation.

Decisions on whether to suspend the member of staff and/or invoke the disciplinary

procedure will be done in consultation with these organisations. The strategy meeting may decide that the College can investigate the matter and report back the outcome back to the strategy group. If this is the case, then the matter will be dealt with using the College's disciplinary procedure. The fourth outcome could be that the strategy meeting felt there was no case to investigate.

5.6.7 Suspension of Staff

Please refer to the disciplinary procedure for guidance on suspension of staff. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

The parents/carers of the child/adult at risk making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the student making the allegation of the suspension

5.6.8 The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.

The student/s making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).

The Principal (or designated person) should give consideration to what information should be made available to the general population of the College.

The college will support the legal requirement to make a referral to the Disclosure & Barring Service (DBS) where they think an individual has engaged in conduct that harmed (or is likely to harm) a child or if the person otherwise poses a risk of harm to a child.

5.6.9 Allegations without foundation

Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to Social Services in order that other agencies may act upon the information.

In consultation with the designated senior member of staff and/or the designated Governor, the Principal shall:

- a. inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counselling/support.
- b. inform the parents/carers of the alleged victim that the allegation has been made and of the outcome
- c. where the allegation was made by a child/adult at risk other than the alleged victim, consideration to be given to informing the parents/carers of that child/adult at risk.

-
- d. prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken

5.6.10 Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file (see section 13 Confidentiality and section 14 Written Records). These records should be kept until the member of staff's normal retirement age or for a period of 10 years from the date of allegation if that is longer.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the Disclosure and Barring Service (DBS).

5.6.11 Monitoring Effectiveness

Where an allegation has been made against a member of staff, the designated Governor, together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the **LCSB/Social Services**. Consideration should also be given to the training needs of staff.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.¹⁰

Recruitment and Selection Procedures

The College pays full regard to DfE guidance "Keeping children safe in education", September 2016, ensuring that all appropriate measures are applied in relation to everyone

who works in the college (e.g. staff, volunteers and staff employed by contractors). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and DBS checks and compliance with the Disclosure & Barring Service (DBS) regulations as well as checks for teacher prohibition orders prior to the commencement of employment.

¹⁰ <https://www.nspcc.org.uk/>

~~As part of the College's induction procedure all staff members receive Part one of Keeping children safe in education; September 2016, undergo safeguarding and child protection training. Training is regularly updated and all staff receive updates at least annually.~~

This is outlined further in the College's Recruitment and Selection Policy.

Responsibilities of College Staff

The College has a Relationships at Work Policy which all staff employed by the College must adhere to. Full compliance is essential to ensure the wellbeing of students and staff. As well as safeguarding children/adult at risk, the Relationships at Work Policy is also intended to protect staff from the potential risk of a safeguarding allegation being made against them. Staff must ensure they are aware of the college's safeguarding policy and procedures and know the identity of the Safeguarding Officers. Staff will monitor attendance closely and follow up non-attendance promptly to minimise the risk of learners missing from education, therefore reducing the risk of learners becoming vulnerable to abuse and harm. The College will also use disciplinary procedures to reinforce positive behaviour and address instances of poor behaviour including bullying.

All staff will wear a college staff lanyard and ID badge.

Educational Visits and Work Placements

All College trips, activities and placements will be assessed to safeguard and promote the welfare of students and staff, and ensure they are not exposed to any potential safeguarding risks.

1.1 Trips, residentials and activities

These will be assessed via the relevant Health & Safety Educational Visits checks and paperwork. Learners will be made aware of their responsibilities in relation to safeguarding themselves and others.

If students are staying with families overseas as part of a student exchange, the college should work with partner organisations to ensure appropriate checks are undertaken prior to the visit. DBS cannot access criminal records held overseas. The relevant foreign embassy or High Commission of the country in question can be contacted to see what checks can be undertaken in that country. Wherever possible, college staff will visit overseas placements prior to the placement being undertaken. Contact details will be given to students to ensure they have an appropriate point of contact.

1.2 Work Placements

Employers and training organisations will be asked to co-operate with the College in putting in place and subscribing to appropriate safeguards. Health

and Safety paperwork will be completed by staff with Health & Safety qualifications.

Training organisations and employers will be asked to make a commitment to safeguarding learners' welfare by endorsing an agreed statement of safeguarding principles.

Enhanced DBS checks cannot be requested for staff supervising 16 and 17 year olds in the workplace. However, a representative from the college will meet any person whose normal duties will include regular caring for, training, looking after or supervising a child in the workplace where that person has been specifically designated to have responsibility for such activities.

1.3 Volunteering

- The college will instigate a Partnership Agreement for volunteering placements that will outline the responsibilities of external organisations and the college.
- The college will take a written volunteering opportunity form from the organisation that will also act as a checklist/registration form.
- The college will carry out inspection and initial meeting with the external organisation.
- The college will ensure that the organization has adequate safeguarding procedures in place.
- The college will ensure that the organization has adequate DBS checking procedures in place if appropriate.
- The college will help with pre-selection screening of student volunteers as part of referral process.
- The college will ensure that adequate induction and training are offered to volunteers.
- The college will ensure proper supervision, and will provide a dedicated contact for volunteers in case of concerns or difficulties.

Bullying and Harassment

The College is committed to providing a caring, friendly and safe environment for all our learners so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all learners should be able to tell and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to let staff know. Staff are required to inform Safeguarding Officers of any incidence of bullying as soon as they are aware that it has occurred.

Further guidelines can be found in the Anti-Bullying & Harassment Policy.

Supporting Vulnerable/at risk Learners

Services and support are available in college to assist and support those students who are vulnerable or may be at risk. Learning Progression Mentors, Personal Tutors and all Tutors are trained to recognise signals that students may be struggling or may be experiencing difficulties. Full time students meet regularly with their Personal Tutor to monitor their progress, attendance and general wellbeing.

Swift referral can be made to support services such as the Safeguarding Team, Counsellor or the Learning Support team, as well as referral to external support services. Risk assessments to identify vulnerable learners (such as those in care, care leavers, young carers, learners with learning difficulties and/or disabilities, learners with mental health problems, adults at risk, etc.) are undertaken prior to enrolment to ensure the students are adequately supported.

Any unauthorised absence is followed up by the attendance administrator to check why the student was not in college. Any persistent absence is discussed with parents of under 18s. The unexplained absence of any child, young person or adult at risk should be referred to the Safeguarding Officers as their absence may be an indication of potential abuse or concern. The Safeguarding Officer will then contact appropriate external agencies and parents/carers.

The college has close working relationships with the LA's Virtual School to monitor vulnerable students, such as those in care, young carers and young mums. The Safeguarding Team, led by the Safeguarding Manager will have regular meetings with officers from the Virtual School to monitor student progress and review the Personal Education Plan (PEP). Details will be retained in relation to children in care, their circumstances and social worker details.

The College recognises that Children and adults with special educational needs (SEN) and disabilities can face additional safeguarding challenges. During training reference is made to the additional barriers that can exist when recognising abuse and neglect in this group of children, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or adult disability without further exploration
- children and adults with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Guidance regarding the recruitment of students who have previous criminal convictions, cautions or reprimands can be found in the Admissions Policy and Procedure.

Safeguarding 14-16 Learners

Safeguarding arrangements and responsibilities for learners studying on 14-16 provision at the college are undertaken on an individual basis dependent on the needs of the learner, in agreement with partner school, parent and local authority.

Procedures for ensuring that under 16 year olds are safe when undertaking work placement in the college are in place.

Visitors and Contractors

All visitors must sign in at Reception and wear a college visitor lanyard and ID badge whilst they are in college. Visitors will be asked to read and support the college's commitment to safeguarding our learners. They will be supervised around college as appropriate.

Contractors are issued with guidance on an annual basis to ensure they are aware of safeguarding and their responsibilities whilst in college. If appropriate, supervision or DBS checks for contractors will be arranged. The identity of contractors should be checked on arrival at the college.

Curriculum

The college will ensure learners are taught about safeguarding, including online, through teaching and learning opportunities. Children, young people and adults at risk can develop an understanding of why and how to keep safe. The Tutorial programme includes key topics such as, bullying, cyber bullying, internet safety, abuse, Prevent, sexting, peer on peer personal health and well-being and health and safety. Awareness raising begins at enrolment and induction involving students, staff and parents.

Safeguarding Information for Learners

All learners know that we have staff with responsibility for safeguarding and know who they are. We inform learners of whom they might talk to, their right to be listened to and what steps can be taken to protect them from harm. We make learners aware of these arrangements through appropriate tutorial provision, induction and information on Moodle.

College's arrangements for consulting with and listening to learners are clearly outlined in the Learner Involvement Policy. The college consults with learners to identify and address their safeguarding and health and safety concerns.

All learners will wear a college student lanyard and ID badge.

Partnership with Parents/Carers

The college shares a purpose with parents to keep children safe from harm and to have their welfare promoted. The college is committed to working with parents positively, openly and honestly ensuring that all parents are treated with respect, dignity and courtesy. The college respects parents' rights to privacy and confidentiality and will not share sensitive information unless given have permission, or it is necessary to do so in order to protect a child.

The college will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. The college encourages parents to discuss any concerns they may have with the **Personal Tutor, Learning and**

Progression Mentor one of the Safeguarding Officers. Parents are made aware of our policies upon request and via the website.

Confidentiality

In order to meet the needs of children, young people and adults at risk, the College recognises the importance of information sharing between professionals and local agencies.¹¹ Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people and adults at risk. Inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local Safeguarding Boards. Consent to share information is obtained prior to information sharing, except where a young person or adult at risk is at risk from harm.

Electronic records are kept on the college's ProMonitor system, however these do not contain the details of referrals as this is confidential. Notes are made to show there has been Safeguarding staff involvement.

Written Records

The Nominated Member of Staff shall retain a copy of:

- Any reports
- Any notes, memoranda or other correspondence dealing with the matter
- Any other relevant materials

The nominated member of staff will also keep copies of Children in Care Statutory Reviews, risk assessments, YOS behaviour plans, etc.

Copies of reports, notes etc. are stored in a securely locked filing cabinet. They are kept for a minimum period of 7 years. Copies of reports regarding allegations made against staff shall be kept securely sealed by the Principal until the member of staff's normal retirement age or for a period of 10 years from the date of allegation if that is longer.

Legislation and Guidance

These procedures are driven by Government legislation and guidance available from the Director of Support.

¹¹ Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015





Keeping children safe in education

**Part 1: Information for all school and
college staff**

September 2016

Summary

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance. For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances

consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.

8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

9. **All** school and college staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

¹ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

² The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989³ that may follow a referral, along with the role they might be expected to play in such assessments.⁴

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**⁵, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

³ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁴ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

⁵Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children’s social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁶

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school’s designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s senior leadership team.

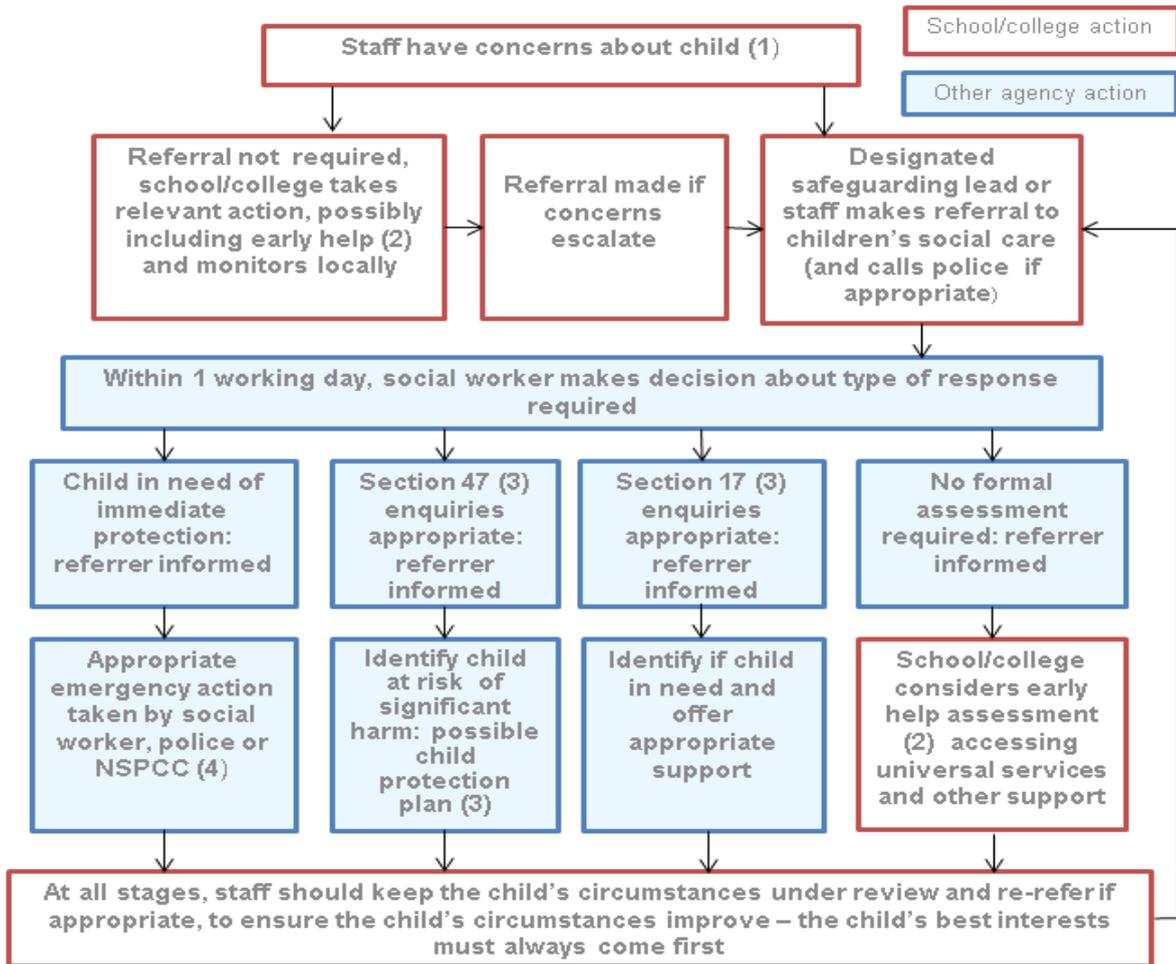
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁷

⁶ [Serious case reviews, 2011 to 2014](#)

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

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

36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

37. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

39. **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.

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)

-
- [hate](#)
 - [mental health](#)
 - [missing children and adults](#)
 - [private fostering](#)
 - [preventing radicalisation](#) – and Annex A
 - [relationship abuse](#)
 - [sexting](#)
 - [trafficking](#)

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission⁸ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁹

Where a parent notifies a school that a pupil will live at another address, **all** schools are required¹⁰ to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.¹¹

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record¹² in the admission register:¹³

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required¹⁴ to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,¹⁵ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final

year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹⁶ the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

⁸ or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

⁹ In default of such agreement, at intervals determined by the Secretary of State.

¹⁰ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹¹ Where schools can reasonably obtain this information.

¹² Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹³ Where schools can reasonably obtain this information.

¹⁴ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁵ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

¹⁶ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

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

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

Further information on so-called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁷ that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁸ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

¹⁷Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁸ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

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

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.¹⁹ There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The

internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard²⁰ to the need to prevent people from being drawn into terrorism".²¹ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of

staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

¹⁹ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

²⁰ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²¹ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The department has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.²² Channel guidance is available at: [Channel guidance](#). An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). 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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered

appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.²³

²² Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

²³ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when cooperating with the panel and police under section 38 of the CTSA 2015.



Department
for Education

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Appendix 2 - PREVENT Strategy

1. Introduction

Mid Cheshire College is committed to providing students with the necessary skills and knowledge to keep themselves and others safe. Education, like other key sectors, has a responsibility to promote values of openness and tolerance and to facilitate free debate which is characteristic of being a British citizen. It is in this context that the College provides a 'PREVENT Strategy'.

The College's strategy is formed from the National Strategy known as CONTEST. It has four elements Pursue, Protect, Prepare and PREVENT. The area in which colleges have the most influence is PREVENT which aims to stop people becoming terrorists or supporting terrorism.

2. Context

The aim of this strategy is to:

- Identify and assess the risks that learners may face
- Ensure external speakers and events are appropriately risk assessed
- Develop and regularly update the Prevent action plan in order to mitigate risk
- Establish effective partnerships in order to comply with the Prevent duty
- Ensure appropriate training is available for all staff across the College
- Embed the Prevent duty through the exemplifying of British Values throughout curriculum and the tutorial process
- Ensure appropriate welfare support is in place for learners
- Ensure existing policies and procedures including Equality and Diversity and the IT policies make specific reference to the duty
- Appropriate steps are taken to ensure the monitoring and enforcement of the duty
- Ensure there is a clear response to concerns, including referral to Channel
- Develop an awareness of PREVENT in the College
- Recognise current practice which contributes to the PREVENT agenda
- Identify areas for improvement
- To contribute to the development of a coordinated action plan

3. Local Partnerships

The College maintains partnerships, including the Cheshire Counter Terrorism Unit to receive regular updates to keep staff and students safe and well informed.

The College maintains links with the North West Regional PREVENT lead to ensure high quality training and support.

4. College

PREVENT sits within the realm of the college's Safeguarding Policy. All staff are trained and regularly updated on the Policy and associated professional practice and conduct.

Whilst PREVENT sits within the College Safeguarding Policy and procedures, it is also integral to other policies, such as:

- Equality and Diversity
- IT Policies
- Health and Safety
- Anti-Bullying
- Tutorial

Issues related to Prevent are included in safeguarding reports to Corporation.

5. Staff

All staff receive awareness training on an on-going basis ensuring that they are up to date with PREVENT matters.

All staff are responsible for responding appropriately to students with challenging and inappropriate behaviour. Staff will be supported and use the skills required to challenge appropriately, as part of this strategy.

6. Students

Students will receive awareness training on radicalisation and how to protect themselves through the tutorial system

Appendix 3: Reporting a Safeguarding Concern

Student Name:

Course/Course Code:

DOB:

Age:

Tutor/Progress Coach Name:

Signature:

Date and Time of Reporting:

Student's account

What has happened?

What has led to this point, what has previously happened?

What does the student want to happen?

Additional Information (social media evidence, photographic evidence and College held information e.g. learning support assessment/CCTCV/EHCP)

Is the student aware that this report being passed to the Safeguarding Team for action or logging? YES/NO

Type of Intervention URGENT/ NON URGENT/ Find Safeguarding Team at the time of reporting

Actioned by Safeguarding/DSL

Actions taken at the time of reporting and outcomes.

- Any previous issues recorded by the college YES/NO

SAFGUARDING TEAM/DSL USE ONLY:

Action taken	Y/N	Date
Spoken to Student		
Parents contacted		
Senior tutor		
CAMHS/Intervention Team		
Social Worker/CPN		
GP		
Hospital		
Social Care (MASH)		
Police		
YOT		
Channel/Prevent		
Other		

Action	Y/N	Date
Logged		
Promonitor		
Safeguarding spreadsheet		
File		

Equality/Safeguarding Impact Assessment of:
Safeguarding and Prevent Policy

Who are the Key Stakeholders:

College staff, learners

Identify source of stakeholder views:

Staff, student and external bodies stakeholder meetings

Learner comments from the On Programme and Exit Survey

Summarise key messages from stakeholders:

Students did comment in general that they feel safe in college and they know who to contact for support.

**What is the impact on the following:
 Have any additional safeguarding risks been identified?**

Key characteristics	Comments
Age	No significant impact
Disability	No significant impact
Gender	No significant impact
Racial group	No significant impact
Religion or belief	No significant impact
Sexual orientation	No significant impact

Gender re-assignment	No significant impact
Pregnancy and maternity	No significant impact

Is a separate Safeguarding Risk Assessment required No

If yes please complete form SR1 Record of Safeguarding Risk Assessment

No major change needed: **NO**

Adjustment required: **NO**

Stop and remove: **NO**

Actions to be addressed:

Validated by the Equality & Diversity Management Group Date: