

Safeguarding Children and Vulnerable Adults Policy, Procedure and Guidance

Protection for All Students and All Staff

Formal Review Cycle:	Annual		
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Policy Owner:	Stephanie Tinsley		
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1. Introduction

Craven College is a General Further Education College based at Skipton in North Yorkshire, but with a centre at Leeds Bradford International Airport in north Leeds, the Evolve Project in Ripon and at Seamer near Scarborough on the East Coast. The College serves the educational training needs of individuals, communities, and businesses in North Yorkshire, East Lancashire, and the Aire Valley corridor to Bradford and other areas of West Yorkshire.

Craven College is fully committed to the safety and well-being of students, staff and those who have direct links with the organisation including Provision Sub-contractors. The College actively promotes the positive welfare of all students and expects all teaching and support staff, volunteers and partner agencies to adhere to these practices at all times.

Keys Aim of Policy:

- To Safeguard all College students, particularly children, young people and those with identified additional needs at all College campuses including those studying in the workplace e.g. Apprentices.
- To Safeguard the College Corporation, all staff, volunteers and stakeholders in carrying out their duties in teaching, supervising and supporting students at all College campuses, other external facilities, in the workplace or by distance learning.

The College regards each student as a unique individual and therefore seeks to support their development in ways which will enhance their confidence and independence whilst helping them feel secure. It recognises that a safe and secure college environment and clear lines of communication with trusted adults helps all students, young people and adults to feel supported. These key components provide a safe and secure environment and culture in the College and are regarded as central to the wellbeing of the individual and are therefore seen to be a fundamental part of all aspects of the curriculum and ethos of the College.

The College recognises its duty in relation to the Counter Terrorism and Security Act 2015, a duty to ensure all students, staff and volunteers are advised on how to keep safe and within the law. The Prevent Duty Section 26 contained within this legislation does not prevent students and staff from having political or religious views and concerns, but contains details on how they use these concerns or act on them in non-extremist ways. The College is committed to supporting vulnerable learners through our safeguarding policies and procedures and recognise that this will support the college's contribution to the Prevent Duty. We build our learner's resilience to radicalisation by promoting UNITED (British) Values and enabling our learners to challenge extremist views.

2. Safeguarding Policy Declaration/Statement

Craven College is committed to Safeguarding, promoting the safety and well-being of its students and staff and expects all staff, volunteers and students to share this commitment.

The College promotes a set of values with an expectation that all staff and students will commit to creating a positive culture and atmosphere to promote learning.

Key Principles of Safeguarding

Empowerment - Ensuring young people and vulnerable adults are supported and confident in making their own decisions and giving informed consent.

Protection – Providing support and representation for those in greatest need. To identify and report any student who is suffering, or likely to suffer, significant harm.

Prevention – By creating and maintaining a safe learning environment for all students, staff and visitors. We make staff aware, through provision of appropriate training and guidance, of how to recognise signs and take any appropriate action to prevent abuse occurring. e.g. by physical abuse, emotional abuse, sexual abuse or neglect.

Proportionality - We discuss with the individual and where appropriate with partner agencies the proportionality of possible responses to the risk of significant harm before we take a decision.

Partnership - We have effective local information-sharing and multi-agency partnership arrangements in place and staff understand these. We foster a “one” team approach that places the welfare of individuals above organisational boundaries.

Accountability - Safeguarding and promoting the welfare of children is **everyone's** responsibility. Staff understand what is expected of them and others in order to ensure accountability and transparency in delivering safeguarding.

3. Legislative/Quality Framework

3.1 This policy and procedures have been written and will be implemented in-line with the safeguarding and child protection procedures established by North Yorkshire Safeguarding Children Board (www.safeguardingchildren.co.uk). It is also written in accordance with legislation established by the Children Acts 1989 and 2004, the Education Act 2002 and other core legislation and guidance listed in 3.3.

3.2 The protection of vulnerable adults contributes to the wider safeguarding agenda and this policy operates in conjunction with statutory guidance for reporting concerns (www.nypartnerships.org.uk).

3.3 Additional Legislation and Guidance (please note this list is not exhaustive).

- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- What to do if you're worried a child is being abused (2015)
- Information Sharing advice for practitioners (2015)
- Counter Terrorism and Security Act 2015 (inc. the 'Prevent Duty')
- Care Act 2014
- Mental Capacity Act 2005

3.4 Links to other policies

- Bullying and Harassment policy
- Data Protection policy
- Drug and Substance abuse policy
- Health and Safety policy
- Recruitment, Selection and Induction of staff
- Equality and Diversity policy
- Staff Code of Conduct
- Student Disciplinary
- Technology Strategy
- ICT acceptable use policy
- Disclosure, Barring and Verification checks for staff and students
- Social and electronic media policy
- Whistleblowing procedure

4. Definitions

4.1 Children

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

4.2 Vulnerable Adults

Vulnerable adults are those 18 years or over who are or may be eligible for community care services' and whose independence and well-being would be at risk if they did not receive appropriate health and social care support. This includes those rendered at greater risk to a range of abuse because of the ageing process, physical or mental ill-health, learning disability, physical or sensory impairment or substance misuse or dependence. It also includes carers, family and friends of those people who provide personal assistance and care to adults on an unpaid basis.

4.3 Safeguarding & Welfare

Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. It is fundamental to high quality educational achievements for College students and staff.

National, statutory guidance "Working Together to Safeguard Children" (2015) defines safeguarding and promoting welfare 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.

Safeguarding adults includes:

- Protecting their rights to live in safety, free from abuse and neglect.
- People and organisations working together to prevent the risk of abuse or neglect, and to stop them from happening.
- Making sure people's wellbeing is promoted, taking their views, wishes, feelings and beliefs into account.

4.4 Abuse

Young people and adults can experience abuse in a variety of settings including at College, within the family home, within a personal relationship, in the community as well as whilst using online computer networks and phones.

Tutors and other adults in College are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or College staff being alerted to concerns.

The following categories of abuse are used in the *Keeping Children Safe in Education Guidance 2016* and the *Safeguarding Adults Multi-Agency Policy and Procedure for West and North Yorkshire and York December 2015*.

4.4.1 **Abuse** is a form of maltreatment of a child or vulnerable adult, by another person or persons in a way that causes significant harm, or affects health, development or well-being. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children and vulnerable adults 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.

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

In addition, for adults it may include misuse of medication, unlawful or inappropriate use of a restraint or physical interventions and/or unlawful deprivation of liberty.

4.4.3 **Emotional abuse** is 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.

In addition, for adults this may include threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal from services or supportive networks.

4.4.4 **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.

In addition, for adults, this may include rape and sexual assault or sexual acts to which the adult at risk has not consented, or could not consent or was pressured into consenting. Sexual acts would include being made to watch sexual activity.

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

In addition, for adults this includes ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

4.4.6 **Modern slavery** includes human trafficking, forced labour and domestic servitude. Traffickers and slave masters use the means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhuman treatment.

4.4.7 **Discriminatory abuse** includes - abuse based on a person's race, sex, gender identity, age, disability, sexual orientation or religion; or other forms of harassment, slurs or similar treatment or hate crime/hate incident.

Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can result from situations that exploit a person's vulnerability by treating the person in a way that excludes them from opportunities they should have as equal citizens, for example, education, health, justice and access to services and protection.

4.4.8 **Financial or Material Abuse** is a crime. For example, the use of a person's property, assets, income, funds or any resources without their informed consent or authorisation. It includes: theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, such as wills, property, inheritance or financial transactions, exploitation or the misuse or misappropriation of property, possessions or benefits, the misuse of an enduring power of attorney or a lasting power of attorney, or appointeeship.

4.4.9 **Domestic Abuse:** includes psychological, physical, sexual, financial, emotional abuse; as well as so called 'honour' based violence, forced marriage and female genital mutilation. Many people think that domestic abuse is about intimate partners, or abuse of women by men, but it may also be caused by wider family members, and committed by women towards men and in same sex relationships, as made clear in the Home Office definition: "An incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse... by someone who is or has been an intimate partner or family member regardless of gender or sexuality."

4.4.10 **Specific Safeguarding issues:** College staff can access further government guidance as required on the issues listed below:

- [bullying including cyberbullying](#)
- [children-missing-education](#)
- [Children missing from home or care](#)
- [Child Sexual Exploitation](#)
- [Domestic violence](#)
- [Drugs](#)
- [Fabricated or induced illness](#)
- [Faith abuse](#)
- [Female Genital mutilation](#)
- [Forced marriage](#)

- Gangs and youth violence
- Violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

5. Craven College Safeguarding Roles and Responsibilities

College staff have no investigative role where child and vulnerable adult protection is concerned. This is a matter for police and children's and adult's social care. However, college staff do have a responsibility to provide a safe environment in which children and vulnerable adult can learn and all staff, including volunteers, have a responsibility to act to safeguard and promote children and vulnerable adult welfare.

5.1. Governors

The Governing Corporation holds the overall responsibility for ensuring that the College has policies, procedures and structures in place to support and promote the safety and well being of all learners in its care, which includes adhering to the Prevent Duty. Governors take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Governing Body monitors compliance with statutory requirements and identifies areas for improvement. At least annually the Designated Safeguarding Lead (DSL) will prepare a safeguarding report to be presented at the Governors Learning and Teaching Committee and will provide:

- An overview of the interventions for the previous year
- A summary of staff development activities and attendance at events
- A summary of activities which promote safeguarding themes to students and raise their awareness
- Lessons learned
- Key safeguarding-related developments for the previous year

The Nominated / Link Safeguarding Governor can be contacted via the Director of Governance

The Governors have a collective responsibility to:

- Ensure that a senior leader is appointed as the DSL and that this is explicit in the role holders job description and that there is always cover for this role
- Ensure that the DSL and any deputies access and complete appropriate training which is regularly updated in-line with statutory and NYSCB guidance
- Ensure that sufficient resources and time are allocated to enable staff to discharge their responsibilities
- All staff undergo safeguarding training at induction, updated regularly in line with Statutory guidance and NYSCB guidance
- Ensure appropriate monitoring and recording systems are in place.

5.2. The Principal

The Principal should ensure that:

- The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- Receives appropriate child protection training which is regularly updated
- Will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities which will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

5.3. Designated Safeguarding Lead (DSL) and Deputies

Lead responsibility for safeguarding, child and vulnerable adult protection, as set out below, is the responsibility of the named DSL. The activity of the lead DSL can be delegated to appropriate trained deputies. During term time the DSL or Deputies will always be available (in college hours) for staff in the college to discuss any safeguarding concerns. The DSL and Deputy DSL's undertake training and refresher training in-line with statutory requirements and NYSCB recommendations.

The Designated Safeguarding Lead (DSL) in College is:

Stephanie Tinsley, Vice Principal - Curriculum and Quality

The Deputy DSLs are:

Catherine Jackson, Student Services Manager (all Skipton based provision, Aviation and Country Farm Stud)

Bev Skaife, Evolve Centre Manager (Ripon Evolve)

Kasha Button, Business Development Manager, Tyro (Scarborough)

The Designated Safeguarding Lead role is described in Keeping Children Safe in Education 2016, Part two and Annex B, and detailed below:

- Refer cases of suspected abuse to the local authority children's or adult's social care as required
- Support staff who make referrals to local authority children's or adult's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a crime may have been committed to the Police as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection and vulnerable adult concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training

- Refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required
- Ensure each member of staff has access to and understands the college's child protection and vulnerable adult policy and procedures, especially new and part time staff. Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure records of concerns and referrals
- Understand and support the college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting students from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.
- Ensure the college's child protection and vulnerable adult policies are known, understood and used appropriately
- Ensure the college's child protection and vulnerable adult policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection and vulnerable adult policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this
- Link with the local NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Always be available (during college hours of 8:30am until 5pm Monday to Thursday and 8:30am until 4:30pm on Fridays) for staff in college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The DSL's role will be explained to staff as part of all in college safeguarding training, including induction.

5.4. Individual Staff Responsibilities

All teaching and non-teaching staff, including Provision sub-contractors are responsible for supporting safe behaviour and should:

- Read, understand, accept and act in accordance with the Safeguarding Children and Vulnerable Adults Policy. Be vigilant and follow professional codes of conduct to maintain professional boundaries
- Report any concerns or disclosures related to the protection and safety of children and vulnerable adults to the Designated Safeguarding Team (DST) or a member of Senior Management in the absence of the team
- Work with the DST to complete appropriate records in a timely manner
- Attend and contribute to safeguarding review or action plan meetings as required
- Undertake mandatory child protection and vulnerable adult training and awareness

6. Safeguarding Procedure for Staff and Volunteers

All staff at Craven College have a legal duty of care to identify any students/staff who may be experiencing or at risk of experiencing, abuse or harm at College or elsewhere and take the relevant action to ensure their safety. This includes all staff reporting allegations of abuse against another member of staff as set out in the procedures.

The College acknowledges that education staff have a crucial role to play in helping identify welfare concerns; and indicators of possible abuse or neglect at an early stage. All staff and volunteers follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with *Keeping Children Safe in Education July 2016*; *Working Together to Safeguard Children 2015* and *What To Do If You Are Worried A Child is Being Abused 2015*

The College wants all students to feel confident that their concerns will be taken seriously and that disclosures to any member of staff will be treated in a sensitive manner.

If a Student informs you that they are experiencing Harm/Abuse:

Disclosures or information may be received from students, parents or other members of the public. Craven College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. All staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DST and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DST in order that s/he can make an informed decision of what to do next.

6.1. Reporting a Concern

Anyone who is concerned about a child's or vulnerable adult's welfare or who believe that a child or vulnerable adult may be at risk of abuse should pass any information to a member of the Designated Safeguarding Team as soon as possible and within one hour of an issue being raised.

All Skipton based provision, Aviation and Country Farm Stud:

Deputy Designated Safeguarding Lead & Student Services Manager

Catherine Jackson **Tel:** 07921214115

Safeguarding Officers

Mandy Taylor, High Street **Tel:** 07921743706

Amanda Beck, Auction Mart **Tel:** 07769165523

Linda Sands, Aireville Campus **Tel:** 07921214113

Julie Atkins, Aviation Academy **Tel:** 07841986008

Email: staysafe@craven-college.ac.uk

Ripon Evolve:

Deputy Designated Safeguarding Lead & Evolve Centre Manager (Ripon Evolve)

Bev Skaife **Tel:** 01765 608999

Scarborough:

Deputy Designated Safeguarding Lead & Business Development Manager, Tyro

Kasha Button **Tel:** 01723 588072

If a member of the Designated Safeguarding team is not immediately available you should contact the Designated Safeguarding Lead) or any member of the senior management team, including the Principal.

*If contact cannot be made with any of the above, staff should contact North Yorkshire children and young people's service through the Multi Agency Screening Team (MAST). Telephone **01609 780780**, Email:Children&families@northyorks.gov.uk.*

If a child or vulnerable adult is in immediate danger, the Police should be notified or if they are in need of urgent medical attention an ambulance should be called.

6.2. Recording Action Taken, Feedback and Follow up

All concerns, discussions and decisions made and the reasons for those decisions will be recorded centrally by a member of the Safeguarding Team DST on Promonitor. Following the raising of a concern or a referral, a member of the Safeguarding Team will provide feedback to staff in College on a need to know basis.

6.3. Staff and Governor Training and Information.

All staff have a duty to read and understand the Statutory Guidance for Schools and Colleges "Keeping Children Safe in Education" Part One – September 2016

- [Keeping children safe in education - Part 1](#)

All staff receive appropriate child protection training which is regularly updated. This may include 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.

All new staff (including temporary and volunteers) will receive an induction to include safeguarding children, young people and vulnerable adults policies and procedures. All staff complete NYSCB e-learning courses via the Learning Management System with the first being Basic Safeguarding and the Channel General Awareness and WRAP basic awareness training for Prevent in addition to annual updates through Staff Development Initiatives.

Introduction to Safeguarding

<https://nyscb.safeguardingchildren.co.uk/>

HM Government Workshop to Raise Awareness of Prevent (WRAP)

<http://events->

emea1.adobeconnect.com/content/connect/c1/778628694/en/events/catalog.html

On line e learning modules for Channel General Awareness

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Completion of the basic awareness in safeguarding and Channel must be carried out in the first 4 weeks of employment / volunteering. Other required e learning including WRAP must be completed within the first three months of employment. Certificates should be forwarded to Human Resources for inclusion within the Central record.

Specialist training will be provided for the Designated Safeguarding Team and the Designated Governor with child and adult protection responsibilities.

7. Support for Students and Staff where there are additional concerning factors

Support for students is essential whilst investigations are being undertaken or services being set up. Counselling, Specialist Support, Advice and Guidance and Financial Support can be helpful to some students. The College can refer students to organisations outside College who provide a range of specialist support, guidance and advice. There are confidential helplines such as ChildLine, Forced Marriage Unit and the Domestic Violence Helpline for students who do not want to talk to staff.

Support for staff is also important given often the sensitive nature of Safeguarding. Support is available from the Safeguarding Team on request. Staff may wish to seek counselling for themselves through the College Counselling Service.

7.1. Students who may present a risk to other students, including sex offenders and violent offenders

If a College staff member becomes aware or is concerned that a student who is enrolling or already attending College may have been involved in sexual or violent offences this information needs passing immediately to the Deputy Designated Safeguarding Lead. The Deputy Designated Safeguarding Lead will have the responsibility to contact outside agencies to request further information on a 'need to know' basis and liaise with the College Security and Designated Safeguarding Lead about the action to be taken. The College has a role in rehabilitation of offenders but will assess the risks to other students before making any decisions.

7.2. Allegations of a student abusing another student

If a student has reported being abused by another student, College Security and a Designated Safeguarding Officer should be contacted immediately. The student reporting the abuse will be advised to report the matter to the police. In some circumstances the DSO will contact the Police especially if the student reporting the abuse is vulnerable. If the student is under 18 years their parents may be contacted (the student's wishes will be taken into account when deciding this). A serious consideration of immediate suspension of the alleged abuser will be taken whilst an investigation is undertaken.

If the decision is taken not to suspend the student who is the subject of the allegation, a risk assessment will be undertaken and a risk management plan put into place (coordinated by the Deputy Designated Safeguarding Lead). If the police or Children's Social Care or the Adult Protection Unit are undertaking an investigation, it is likely that the College will need to wait for the outcome of this before undertaking a College internal investigation (in some cases this takes several months). The safety of other students must be considered in any disciplinary process. Support should be offered to both the student reporting the abuse and the student who is the subject of the allegation in such situations and judgements should not be formed until the outcome of any investigation.

7.3. Students Going Missing

College staff should report students that go missing from education, particularly on repeat occasions, to the Safeguarding Team to prevent the risk of them going missing in future. It is essential that all College 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 and child sexual exploitation. Once the Safeguarding team is aware of the concerns for a missing student; this information will be shared with the relevant external authority.

7.4. **Child sexual exploitation**

This 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.

7.5. **Domestic Abuse**

Domestic violence also known as domestic abuse is defined as:

“An incident or a pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse. It concerns people aged 16 or over who are or have been intimate partners or family members and it can happen regardless of a person's gender or sexuality”. **Home Office: 24th March 2015-Domestic Violence.**

Domestic violence can include, but is not limited to, the following types of abuse: psychological, emotional, physical, sexual and financial. It also includes what is known as 'honour' based violence, female genital mutilation and forced marriage.

Domestic violence affects people of every class, gender, wealth, geography, age, race, disability and sexuality. The violence can begin at any stage of the relationship and may continue after the relationship has ended. Domestic violence is a pattern of controlling and aggressive behaviour that is intentional and calculated to exercise power and control within a relationship.

If a student discloses they are in an abusive relationship, we have a duty to offer them support, and /or find the relevant organisation that may be able to help them. If the student is a child, the information must be shared with a member of the Designated Safeguarding Team without delay. If the student is an adult it is important to establish if they have children under 18. If the victim does have young children a referral may need to be made to Children's Social Care, with consent from the parent.

7.6. **Forced Marriage**

Forced marriage is different from and should not be confused with, arranged marriage. A student who feels they are likely to be forced to marry someone they do not wish to marry is invariably experiencing some form of abuse such as physical, psychological, financial, sexual and emotional pressure.

If there are concerns that a student may be in this situation, they can be offered support and advice locally as well as details of the Forced Marriage Unit who can offer specialist advice. Confidentiality is extremely important in these circumstances. Whilst establishing the student's situation, staff should try to ascertain the immediate risk the student is in. In all cases, staff must consult with a DSO, either to take action to safeguard or to provide information and advice, given the student's age and understanding. If the student is going overseas imminently it is important to contact the Deputy Designated Safeguarding Lead immediately and to gather as much information as possible from the student.

The student's family should not under any circumstances be contacted without consultation with the Deputy Designated Safeguarding Lead and student. Confidentiality within College is also essential.

7.7. Female Genital Mutilation

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK and staff working within education or health have a duty to report any evidence of Female genital mutilation (FGM).

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. The procedure is traditionally carried out by a woman with no medical training. Anaesthetics and antiseptic treatments are not generally used, and the practice is usually carried out using knives, scissors, and scalpels, pieces of glass or razor blades.

FGM is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. If caught, offenders face a large fine and a prison sentence of up to 14 years.

All professionals have a duty to act to safeguard girls at risk of FGM with four key issues to consider:

1. An illegal act being performed on a female, regardless of age
2. The need to safeguard girls and young women at risk of FGM
3. The risk to girls and young women where a relative has undergone FGM
4. Situations where a girl may be removed from the country to undergo FGM.

Victims of Female genital mutilation are likely to come from a community that is known to practice 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.

7.8. Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

The term "honour based crime" covers any criminal offence that is driven by a mistaken desire to protect the cultural or traditional beliefs of a family or community. **It may or may not involve violence.** It can include:

- personal attacks of any kind, including physical and sexual violence
- forced marriage
- forced repatriation (sending someone back to a country from which they originate without their consent)

- written or verbal threats or insults
- threatening or abusive phone calls, emails and instant messages

The Police record and investigates all instances of honour based violence, even in cases where there is only a small amount of information or when a victim has not reported it themselves. They do this so that we can provide more protection that could prevent further abuse or violence or in some cases, forced marriage.

7.9. Sexting

Sexting generally refers to the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress. 'Sexting' is more common than you may think, and has been found to be commonplace amongst children and young people.

Most young people do not see 'sexting' as a problem and are reluctant to talk to adults about it because they are afraid of being judged or having their phones taken away. It may be common but 'sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary.

7.10. On Line Safety

Children and students of all ages need to develop digital literacy skills that help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make when online.

On line safety risks can be summarised under the following three headings:

Content

- Exposure to age-inappropriate material
- Exposure to inaccurate or misleading information
- Exposure to socially unacceptable material, such as that inciting violence, hate or intolerance including extremism and radicalisation
- Exposure to illegal material, such as images of child abuse
- Illegal Downloading of copyrighted materials e.g. music and films

Contact

- Grooming using communication technologies, potentially leading to sexual assault and/or child prostitution
- Bullying via websites, mobile phones or other forms of communication device

Commerce

- Exposure of minors to inappropriate commercial advertising
- Exposure to online gambling services
- Commercial and financial scams

The creation, downloading, distribution and copying of pornographic images of children are child abuse and are criminal offences. They are classed as gross misconduct and will lead to instant dismissal for staff and possible exclusion for students.

If you become aware of the creation, downloading, distribution or copying of pornographic images of children: contact the DST immediately.

Monitoring of Usage

The College believes that the overwhelming majority of staff and students are responsible in their use of ICT resources.

The College will focus on retention of tracking and audit records, and will pursue reports of misuse vigorously. Records are kept only for the purposes of investigating misuse, and are discarded after twelve months, unless a specific investigation is in progress.

The College uses a Sophos Unified Threat Management Gateway that is continually updated via the web, and which alerts the Technology Services Development Manager of any suspicious activity. This software is a preventative measure, as it can prevent access to undesirable websites, as well as a tracking method of access to items on the internet.

Web Filtering

The College employs a web filtering system that contributes to its tracking measures. This records website usage against the registered User ID that is accessing the website, which will have been pre-classified into a specific category. The categories and website classifications are managed by a third-party organisation and are updated daily. The College can, without warning and when deemed necessary, add or remove categories from our filtering system.

7.11. PREVENT:

All FE / HE providers in relation to the Counter Terrorism and Security Act 2015 have a duty to ensure all students, staff and volunteers are advised on how to keep safe and remain within the law. The Prevent Duty Section 26 contained within this legislation does not prevent students and staff from having political or religious views and concerns, but contains details on how they might use these concerns or act on them in non-extremist ways.

Prevent is one of the four elements of 'CONTEST', the Government's counter-terrorism strategy. The four elements are PURSUE → PROTECT → PREPARE → PREVENT. It aims to stop young people becoming terrorists or supporting terrorism.

The Prevent Strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of nonviolent extremism.

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

The Home Office uses a range of measures to challenge extremism in the UK, including:

- Where necessary, preventing supporters for terrorism and extremism from travelling to this country.

- Giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist views.
- Funding a specialist police unit which works to remove online content that breaches terrorist legislation.
- Supporting community based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences – in this context they work with a range of civil society organisations.
- Supporting people who are at risk of being drawn into terrorist activity through the Channel Process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

The College is committed to supporting vulnerable students through its Safeguarding agenda in order to prevent potential radicalisation. The College has engaged positively with the Workshop to Raise Awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately. All concerns should be referred to the Safeguarding Team.

Our Prevent Lead in College is:

Catherine Jackson

External, Prevent-related advice can be sought from:

DC Mark Antonelli

Prevent Coordinator, Special Branch

North Yorkshire Police

Dial 101, press option 2 and ask by full name

Mark.Antonelli@northyorkshire.pnn.police.uk

Shaun Tunstall

Counter Terrorism Security Advisor

North East Counter Terrorism Unit

Tel:- 07736087347

shaun.tunstall1@westyorkshire.pnn.police.uk

The national **Prevent Tragedies** website provides advice and guidance aimed at keeping people safe from being drawn into terrorist related activities www.preventtragedies.co.uk

7.12. LOOKED AFTER CHILDREN (LAC) AND CARE LEAVERS

Students who are in care of or leaving care are a particularly vulnerable cohort and need to be identified, monitored and supported throughout their time in college.

The college Designated Teacher must be informed immediately if a student is found to be in care of leaving care and has not yet been identified as such. Any safeguarding concerns can be referred through the college process set out in this document and / or referred directly to the Designated Teacher. The designated teacher will promote the educational achievement of children who are looked after.

The designated teachers are:

- | | | |
|-----------------------|---------------------|-----------------------------------|
| • Julie Atkins | 07841986008 | Skipton and Aviation Sites |
| • Bev Skaife | 01765 608999 | Ripon Site |

7.13. **14-16 Year Old Students**

Where there are students who are under 16 years old and are also enrolled with a secondary school including the Pupil Referral Unit (PRU), the College must liaise with the school to ensure appropriate arrangements are in place to safeguard the child/young person. Where there is a child protection concern the Deputy Designated Safeguarding Lead must liaise with the school's Designated Safeguarding Lead.

7.14. **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The College recognises the fact that additional barriers can exist when recognising abuse and neglect in this group of children and can include:

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

The College will ensure that staff working with Children with special educational needs (SEN) and disabilities are aware of these barriers and appropriate support will always be offered where cases involve SEN

8. Safe Recruitment Process/Policy/Procedures

Recruitment practice within the College will follow the guidance under Part 3 of "Keeping Children Safe in Education" July 2016. Further details on the safer recruitment process is outlined in the following policies which are located with the Human Resources Department:

- Recruitment, Selection and Induction of staff
- Staff Code of Conduct
- Disclosure, Barring and Verification checks for staff and students
- Disciplinary and Dismissal procedure

8.1. Managing Allegations against Staff and Volunteers Procedure

The College has a duty of care to its staff. It is important to ensure the College provides effective support for anyone facing an allegation and provides staff with a named contact should they be suspended. It is essential that any allegation of abuse made against a member of staff at the College is dealt with very quickly, in a fair and consistent way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation.

The Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised 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.

Any allegation of abuse made against a member of the college staff will be dealt with under guidelines contained in part 4 of the document "Keeping Children Safe in Education" July 2016. Further details are available in appendix 4.

All allegations should be reported to the Principal. Allegations regarding the Principal of Governors should be reported to the Director of Governance. An initial assessment of the allegation will be made in consultation with the Local Authority Designated Officer (LADO), Susan Crawford on 01609 532152 or 07813 005161.

4. Appendices

Appendix 1: Advice and Referral

Appendix 2: Procedures for reporting a safeguarding concern

Appendix 3: Listening and recording

Appendix 4: Confidentiality and information sharing

Appendix 5: Procedure for managing allegations against staff

Appendix 6: Whistleblowing

Appendix 1: Advice and Referral

PREVENTION SERVICE

Area Prevention Managers

West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knares.	Rachel Copping	01609 533446

CHILDREN AND FAMILIES' SERVICE

Customer Service Centre 01609 780780
Social.care@northyorks.gov.uk

For advice please ask to speak to a Team Manager in the Customer Service Centre

Emergency Duty Team 01609 780780

NORTH YORKSHIRE POLICE 101
(Ask for the Serious Crime Team in your area)

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby
Susan Crawford 01609 532152 07813 005161

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

Customer Service Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:

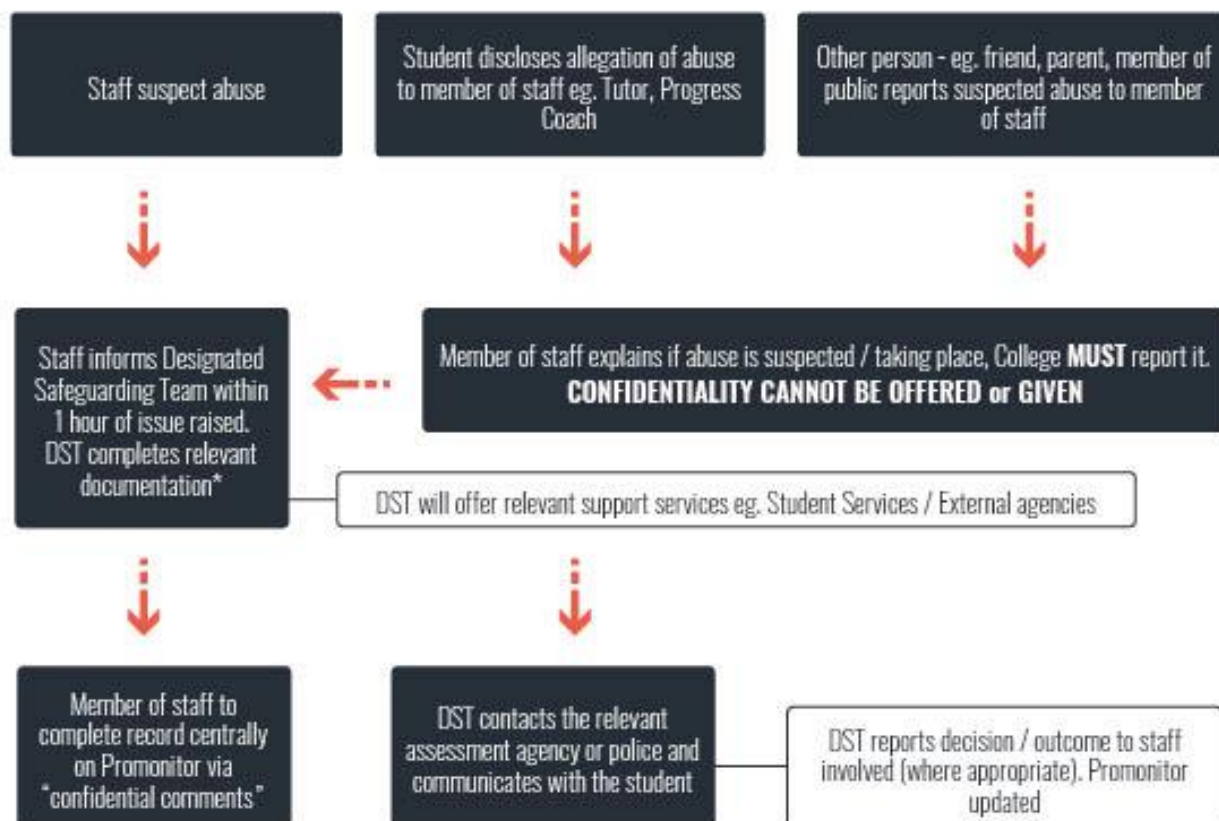
Lancashire – 0300 123 6720
Bradford – 01274 437 500
Leeds – 0113 376 0336

PROCEDURES FOR REPORTING A SAFEGUARDING CONCERN



CONCERN, DISCLOSURE OR SUSPICION

Physical, Emotional, Sexual Abuse or Neglect. Any form of Abuse or concern. **ANYONE CAN MAKE A REFERRAL**



* In the case of a report involving under 16 school pupils attending College, the DST will liaise with the relevant school DSL and ensure that appropriate arrangements are in place to safeguard the child(ren).

REFERRAL OR ALERT MADE BY MEMBER OF STAFF TO DESIGNATED SAFEGUARDING TEAM

DSL / Deputy DSL Considers

Current concern / incident / events & any historical information
 The need to seek further external information / advice
 Actions (including discussion with parents as relevant)
 Records



Need for Early Help/Support identified

Discuss with DSL/ Mentoring team

Discuss with parents

Agree ongoing mentoring support

Possible referral to external agencies

Possible Channel referral

Record

Monitor and review

Consider referral to Children's Social Care as required

Child Protection/Section 17 or 47 Referral to Children's Social Care

Where it is clear that a child protection referral is necessary then the matter should be reported to Children's Social Care without delay (MAST): **01609 780 780**

Children&families@northyorks.gov.uk
 (including out of hours referral)

Notify police if a crime has been committed

Inform parents (as and when appropriate & in-line with any advice from CSC / Police)

DSL records response from CSC / seeks one where none is received / escalate where unhappy with response

Vulnerable Adult concern/Alert

Once it's been established that a vulnerable adult is at risk, the matter should be referred to Adult Social Care Services (MAST)
01609 780 780
social.care@northyorks.gov.uk

Notify the police if the adult is in immediate danger or if a crime has been committed

DSL records response from ASC / seeks one where none is received / escalate where unhappy with response

WHO ARE THE DSLs?

LEAD DSL	Stephanie Tinsley	Vice Principal - Curriculum and Quality - Aireville Campus
	Catherine Jackson	All Skipton based provision, Aviation and Country Farm Stud
Deputy DSLs	Bev Skaife	Ripon Evolve
	Kasha Button	Scarborough

APPENDIX 3: LISTENING AND RECORDING

If a Student Wants to Talk to You or Discloses Possible Abuse

The table below offers staff guidance on how to respond and listen to a student who is worried or who has something difficult to say. Students must be **listened to, taken seriously and heard**, no exceptions! All staff in college should be clear about how to respond appropriately to someone who needs to talk:

Listening	Recording
<ol style="list-style-type: none"> 1. Listen! Keep calm and don't interrupt. Remember to leave space for students to think and respond 2. Do not make [false] promises to the student about confidentiality or keeping 'secrets'. You have no investigative role. Do not engage in 'interviewing' students or 'investigating' possible or suspected abuse. 3. Try and find a quiet area to speak where you will not be interrupted. Do not put them off talking by asking them to meet later. 4. If you <i>have to clarify</i> information then ask only open questions wherever possible. useful prompts include: "go on ... what happened next ... I see ... tell me more about that ..." 5. Focus on, pick-out and record the facts i.e. who, what, when, where? Don't get embroiled in 'how' or 'why'? 6. Don't judge or react! Avoid displays of shock and keep opinions to yourself as these things may act as barriers to a student who has something sensitive to tell you. 7. 'When was the last time this happened' and 'has this ever happened before' (albeit that this is a closed question) are important things to ascertain. 8. Reassure the student and make clear to them what you need to do now. Be clear about who you are speaking to and when. 	<ol style="list-style-type: none"> 1. It is not advisable to try and complete a full record of the dialogue whilst trying to listen actively and attentively. However, it is a good idea to jot down any key phrases, dates, times etc as soon as possible 2. Records should be succinct, legible, accurate, timed, signed and dated 3. Records should differentiate clearly between fact, opinion, interpretation etc. Ideally, stick to the facts as you understand them and leave it to the investigative agencies to test the hypotheses 4. If children or adults are being quoted then they must be quoted verbatim. In particular, avoid using other words or adult 'equivalents' for words that children use 5. It is important to record any questions asked i.e. to show that these were not 'leading' 6. The emotional context of the dialogue is important i.e. did the student become distressed at any point or, alternatively, did they speak matter-of-factly about quite distressing things 7. Any repetition is important to note i.e. things that the student repeats – these may be particularly significant. Similarly, gestures are important to describe accurately e.g. which hand / which cheek, 8. Ensure the student is safe in College. Try to ascertain how safe they will be if they leave College or return home.

Write down your conversation as soon as possible, using the student's actual words. Keep your records factual and report the matter to the Designated Safeguarding Team immediately.

Recording Welfare & Child / Vulnerable Adult Protection Concerns

We recognise that accurate and up-to-date record keeping is essential for a number of reasons:

- It helps the college identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding, child or vulnerable adult protection concern becomes clear
- It helps the college to monitor and manage its safeguarding practices
- It helps to evidence robust and effective safeguarding practice in inspections and audits.
- Accurate and specific records are important where there are child / vulnerable adult protection and safeguarding concerns e.g. a chronology of information gathered and action taken

Good record keeping is essential so that if challenged, the college can demonstrate that any decisions are lawfully made and appropriately administered. The college should keep clear and accurate records when a concern or allegation of abuse is made and should note any action taken.

Reports should include:

- Date, time and the name of the people involved in issue
- The exact word used by the person disclosing and no personal judgements or opinions of the person recording the issue
- A description of any physical injuries, including shape, size and colour.
- The name of the person writing the report
- The name of the DST they are passing the report onto
- The date the report is passed to the DST

All information should be:

Accurate - At times, information may be gathered in a stressful situation. However, every effort must be made to ensure accuracy even if this means checking the content of reports more than once.

Factual - The nature and source of information must be captured in a way that clearly shows what is said by whom, what was observed and by whom etc. Hearsay and third party information must be clearly stated as such to prevent any miscommunication of facts.

Ethical - Information should be non-judgemental and non-discriminatory and one way to achieve this is to write with the assumption the people you mention are going to read it. Do not let personal opinions cloud your information!

Timely - Information should be recorded as soon as possible after the event, while it is fresh in your mind in order to ensure all those involved are clear about their roles, responsibilities and actions.

Effective recording is integral to safeguarding children and vulnerable adults.

APPENDIX 4: CONFIDENTIALITY AND INFORMATION SHARING

The Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully; we will comply with it at all times. Where a member of staff is asked for sensitive information and any uncertainty remains about whether to share it they should:

- Ask for a means of verifying the identity of the person making the request;
- Explain that the information is sensitive and that you need to seek advice (from the DSL, Principal or);
- Ensure that there is a timely and appropriate response from a member of SLT.

Information about children's welfare may be shared with others outside the college to help keep children safe from harm. We always aim to discuss this with parents or carers before we do so, but this may not always be possible. If this is the case, the law allows us to share this information without asking first. The Data Protection Act is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. 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. The DSL will document any information-sharing decisions and action, including follow-up, on Pro-Monitor.

APPENDIX 5: Procedure for Managing Allegations Against Staff

Keeping Children Safe in Education (Part four) defines an allegation as follows:

"... all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.**

The definition applies also to vulnerable adults.

It is essential that any allegation of abuse made against any member of staff or volunteer in college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child or vulnerable adult and at the same time supports the person who is the subject of the allegation. As an employer, Craven College has a duty of care to its employees. Therefore, we will ensure that effective support is provided for anyone facing an allegation. Suspension is not an automatic response to an allegation and we will respond proportionately to them in order to manage risk and provide appropriate support.

Reporting and Responding to Allegations

Anyone, including parents or carers, who is concerned about the conduct of a member of school staff or volunteer should report the matter to the Principal. Where there are concerns about the Principal this should be reported to the Chair of Governors.

The college must ensure compliance with the Management of Allegations Policy, KCSIE (2016, Part four) and the NYSCB Procedures:

<http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff>

Local authority Designated Officer:

Susan Crawford

01609 532152

07813 005161

Any in-college processes will be held in abeyance pending the outcome of any external enquiries by police and / or children's or adult's social care.

MANAGING ALLEGATIONS AGAINST STAFF

IT IS ALLEGED THAT A member of staff or volunteer in College has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children



CONFIDENTIALITY REMINDER

Report to Principal who acts as Case Manager
(or Chair of Governors if Allegation is against the Principal)

Case manager begins timeline / record and ensures any immediate risk managed

Immediately discuss the allegation with the local authority Designated Officer (LADO) to agree the nature, content and context of the allegation and establish whether LADO notification and / or children's social care / police referral is required (Local authority Designated Officer: Susan Crawford; 01609 532152, 07813 005161)

Case Manager gathers any additional information as advised by LADO



CONFIDENTIALITY REMINDER

The Management of Allegations Against Staff

Refer to Keeping Children Safe in Education (Part 4)

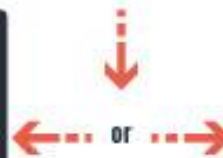
No further action / College action

Update and proceed with any in-college action

Appropriate support for all

Case Manager records, including formal record on HR file

Consider learning, share with HR, staff and parents as appropriate



Case Manager completes LADO notification and ensures any onward consultation / referral(s) to children's social care and Police

Discuss with HR



Back to College for internal action

Strategy meeting

Manage confidentiality and any media issues

Police enquiries

Section 47 (child)

Malicious

False

Unsubstantial

Substantiated

Once external enquiries and processes have run their course

In-college action completed, including DBS referral in line with KCSIE (part four, para.191) where appropriate

APPENDIX 6: Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the college's safeguarding regime and that such concerns will be taken seriously by the senior management team. A whistle-blowing policy is in place and such concerns can and should be raised with:

- i) The Principal in the first instance; or
- ii) The Chair of Governors and/or Safeguarding Governor

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are 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.uk.