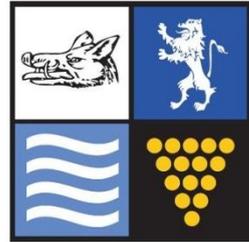
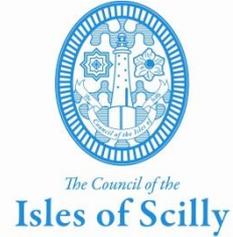




**Safeguarding  
Children Board**



**TORPOINT  
COMMUNITY  
COLLEGE**

**Inspiring Optimistic Learners**

## **CHILD PROTECTION & SAFEGUARDING POLICY**

### **Linked Policies/Protocols**

- Recruitment (Safe Recruitment Guidelines)
- Whistleblowing Policy (within the HR Policy)
- Code of Conduct (within the HR Policy)
- Visiting Speakers Protocol
- [Preventing Extremism and Radicalisation Protocol](#)
- Promotion of Values at TCC
- College Vision, Value and Aims
- Safeguarding Policy Review sheet signed by all staff

<b>Reviewed: January 2017</b>	<b>Next review due: January 2018 (or when legislation changes)</b>
<b>Governing Body Committee: : CSC</b>	<b>CLT contact: Sue Fowell / Andrea Hazeldine</b>
<b>Policy adopted by the Governing Body on: 15<sup>th</sup> March 2017</b>	

# **Torpoint Community College**

## **Keeping Students Safe in Education**

### **Student Protection and Safeguarding Policy**

**“Safeguarding is everyone’s responsibility”**

#### **Key Information**

- This policy was developed and adopted on: January 2017
- The policy will be reviewed on: January 2018 (or when legislation changes)
- The Designated Safeguarding Lead (DSL) is: Mrs S Fowell
- The Deputy Designated Safeguarding Lead (DDSL) is: Mrs A Hazeldine and Mrs B Lear
- The name of the Designated Teacher for Students in Care is: Ms J Childs
- The Single Point of Contact (SPOC) for the Prevent agenda is: Mrs A Hazeldine
- The Student Sexual Exploitation Lead is: Mrs S Fowell
- The named Safeguarding Governor is: Mr C Parton

This policy is based on the template sent to colleges by CAPH (Cornwall Association of Primary Heads) in November 2016. It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). **Revision**

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## **1. Introduction and Context:**

### **1.1 Our responsibilities**

**Section 175 of the Education Act 2002** places a duty on local authorities in relation to their education functions, the governing bodies of maintained colleges and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of students who are either students at a college or who are students under 18 years of age attending further education institutions.

The same duty applies to independent colleges (which include academies and free colleges) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of students

All colleges should give effect to their duty to safeguard and promote the welfare of their students under the Education Act 2002 and, where appropriate, under the Students Act 1989 by:

- Creating and maintaining a safe learning environment for students and young people
- Identifying where there are student welfare concerns and taking action to address them, in partnership with other organisations where appropriate

This policy develops procedures and good practice within our college, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all students and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where students and young people are respected and feel valued. It provides evidence of how this will be implemented within our college and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the college, parents and carers through the college's website and a hard copy will be available to all supply staff and included in induction process.

### **1.2 Meeting your communication needs**

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

### **1.3 Terminology**

- **Student** includes everyone under the age of 18 years old
- **All staff** – refers to all those staff working for or on behalf of the college, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a student.

- **Governing Body** – refers to all forms of governance within a multi academy trust, academy or maintained college
- **Safeguarding** and promoting the welfare of students refers to the process of protecting students from maltreatment, preventing the impairment of health or development, ensuring that students grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all students to have the best outcomes.
- **Student protection** refers to the processes undertaken to protect students who have been identified as suffering, or being at risk of suffering significant harm.

#### **1.4 Acronyms used in this policy:**

DSL – Designated Safeguarding Lead

DDSL –Deputy Designated Safeguarding Lead

MARU –Multi Agency Referral Unit

CSE – Student Sexual Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Students Safe in Education (Revised September 5<sup>th</sup> 2016)

CIOS SCB – Cornwall Isles of Scilly Safeguarding Students Board

LADO – Local Authority Designated Officer

#### **1.5 Key Documents:**

This is an overarching policy and should be read in conjunction with the following documents:

'Working Together to Safeguard Students' (2015), which is statutory guidance to be read and followed by all those providing services for students and families, including those in education. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

"Keeping Students Safe in Education" (Sept 2016), which is the statutory guidance for Colleges and Colleges. The guidance is available via the following link:

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

'What to do if worried a student is being Abused: Advice for Practitioner'. March 2015. The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_student\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_student_is_being_abused.pdf)

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

“The Prevent Duty Departmental, advice for Colleges and student care providers June 2015. The guidance is available via the following link:

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

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on colleges). The guidance is available via the following link:

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

Students Missing Education – Statutory guidance for local authorities, September 2016. The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Students\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Students_Missing_Education_-_statutory_guidance.pdf)

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

Student Sexual Exploitation – Further guidance is available via the following link:

<http://www.safestudents-cios.co.uk/health-and-social-care/studentss-services/cornwall-and-isles-of-scilly-safeguarding-students-board/safeguarding-topics/student-sexual-exploitation-and-missing-students/>

Guidance for Safer Working Practice for those working with Students and Young People in Education settings 2015. This guidance is available via the following link:

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

**Furthermore, we will follow the procedures set out by:**

The South West Student Protection Procedures: [www.swcpp.org.uk](http://www.swcpp.org.uk)

and

Cornwall and the Isles of Scilly Safeguarding Students Board [www.safestudents-cios.co.uk](http://www.safestudents-cios.co.uk)

In accordance with the above procedures, the College carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Students Board.

**This policy should also be read in conjunction with the following policies linked to safeguarding within the college which can include:**

<b>Anti-bullying</b>	<b>e-safety/online</b>	<b>Health and Safety</b>
<b>Acceptable user (for staff)</b>	<b>Visitors</b>	<b>Physical restraint</b>
<b>Visiting speakers protocol</b>	<b>Promotion of values at TCC</b>	
<b>Intimate care</b>	<b>Code of conduct (HR Policy)</b>	
<b>Behaviour Management</b>	<b>Confidentiality</b>	<b>Safer Recruitment</b>
<b>Whistleblowing ( HR Policy)</b>	<b>Radicalization</b>	<b>Equality and diversity</b>
<b>First Aid (including management of medical conditions)</b>		

## **2: Our Principles:**

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those students who attend our college. Our college recognises that the safety and welfare of students is paramount and that we have a responsibility to protect students in all of our college activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all students, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where students can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding students is the responsibility of everyone, not just those who work with students.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all students with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual student abuse.
- Share information about concerns with agencies who need to know, and involving parents and students appropriately.
- Our college maintains an attitude of 'it could happen here' at all times.

## **2.1 Key elements to this policy:**

- Establishing positive, supportive, secure working practices that put students first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our college.
- Keeping student protection issues at the forefront of our work and know who in the college the DSL is.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
- Supporting students and young people in accordance with his/her agreed student protection plan.
- We will follow the procedures set out by the CIOS SCB and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding student protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about "vulnerable" students including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Student Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by the college.

### **3. Early Help:**

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services.

These can include when a student:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the student, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.

These students are therefore more vulnerable; this College will identify who their vulnerable students are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the college wishes to make a referral then they would contact the Early Help Hub.

Additional guidance can also be accessed by using the CIOS SCB multi agency threshold document. This guidance is available via the following link: <https://www.safestudents-cios.co.uk>

<http://www.safestudents-cios.co.uk/media/18591641/multi-agency-threshold-guidance.pdf>

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for students and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the student, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

#### **Contact details:**

- **Telephone: 01872 322277**
- **Email: [earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk)**
- **Website: [www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)**

#### **4. Child Abuse:**

There are four types of child abuse as defined in 'Working Together to Safeguard Students' (2015).

##### **4.1: Physical Abuse**

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

##### **4.2: Emotional Abuse**

Is the persistent emotional maltreatment of a student such as to cause severe and persistent adverse effects on the student's emotional development. It may involve conveying to students 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 student 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 students. These may include interactions that are beyond the student's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the student participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a student, though it may occur alone.

##### **4.3: Sexual Abuse**

Involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student 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 students.

##### **4.4: Neglect**

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

It may include a failure to:

- Provide adequate food, clothing and shelter.
- Protect a student 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 student's basic emotional needs.

If you are to refer a student or young person because of possible neglect, always check back to see if there have been any previous concerns. The Students Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the student or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

#### **4.5: Bullying**

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[refer to College Anti Bullying Policy]**.

#### **4.6: Understanding and Dealing with Issues Relating to Parental Responsibility**

In families where a student's parents are separated, the College recognises that this can be a difficult situation and our main aim is not to place any additional stress on the student concerned. The student is our main priority and we hope parents will make every effort to recognise this and support us and their child.

TCC must have regard to the Keeping Children Safe in Education (KCSIE) statutory guidance which explains what schools and their staff must do to safeguard their pupils/students. Safeguarding 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.*"

The guidance emphasises that everyone who comes into contact with children and their families has a role to play in safeguarding children. TCC staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

If a child is in immediate danger or is at risk of harm a referral should be made immediately to children's social care and or the police as appropriate. TCC has a designated safeguarding lead who is authorised to contact the appropriate agency. In Cornwall this is the MARU – the Multi Agency Referral Unit. Consent from either parent is not essential for such a referral to be made. All staff at TCC will attempt to gain this consent as appropriate although a refusal to give consent will not prevent a referral from the College if the situation is appropriate.

As the DFE guidance suggests "it will be for the school, on a case by case basis, to consider the level of information (if any) that is provided to parents where referrals have been made to children's social care. The designated safeguarding lead working with

children's social care should generally lean on any decisions with regards to information sharing safeguarding concerns with parents. Information sharing should always be in the best interests of the child.

#### **4.7 Racism/Racist bullying**

Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury.

Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Torpoint Community College actively encourages its students and staff to understand, embrace and celebrate their diversity.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the College's current reporting and resolution protocols.

Incidents of racist bullying are recorded using the B1/B2 reporting system and logged in SIM's; the bullying log is regularly reviewed by the pastoral leads, DSL's and safeguarding governor.

Torpoint Community College will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students
- Referral to Police Youth Liaison Officer
- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- Sanctions taken against perpetrators of bullying in any form in line with College Behaviour Policy
- Individual or small group mentoring.

### **5: Reporting your concerns:**

#### **5.1: General Principles**

In the first instance if a member of staff has a concern about a student they should report this immediately to the DSL verbally but followed up with the safeguarding referral form.

The DSL may well have information that others members of staff do not know about a student and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

## **5.2 If the DSL/DDSL are not available.**

If there is an immediate concern about a student or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

**Contact details: MARU 0300 123116**

**If the concerns arise out of office hours contact 01208 251300**

If they are unsure they can contact MARU for advice and guidance.

## **5.3 Contacting MARU (for advice or when making a referral)**

Ensure that you have as much factual information about the student as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the college
- Factual information about the concerns you have

## **5.4 Making a referral in writing:**

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website [www.safestudents-cios.co.uk](http://www.safestudents-cios.co.uk) You must then send it in by secure email which is clearly highlighted on the referral form:

<https://www.cornwall.gov.uk/media/20401433/cornwall-inter-agency-referral-form.doc>

**MARU Secure email:** [multiagencyreferralunit@cornwall.gcsx.gov.uk](mailto:multiagencyreferralunit@cornwall.gcsx.gov.uk)

## **5.5 Informing Parents**

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

## **5.6 Resolution of Professional Differences**

In the event that the college disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

<http://www.safestudents-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

## **5.7 If the Student/Family are already known to Social Care**

When a member of Staff, parent, practitioner, or another person has concerns for a student, and if the college are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker they can contact MARU who will provide contact details of the worker and/or their manager.

## **6. Specific Safeguarding Issues:**

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

- Bullying including cyber bullying
- Student Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing students and vulnerable adults
- Student sexual abuse within the family
- Poor parenting, particularly in relation to babies and young students

Colleges and Colleges can access broad government guidance on the issues listed above via <https://www.gov.uk/government/organisations/department-for-education> and local procedures and strategies are available through [www.safestudents-cios.co.uk](http://www.safestudents-cios.co.uk)

Torpoint Community College will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2016) provides more detail on the following:

### **6.1: Child Sexual Exploitation (CSE)**

#### **What is child sexual exploitation?**

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

#### **The revised definition (Feb 2017) of child sexual exploitation is as follows:**

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

In addition the college would access the CSE tool kit on the South West Student Protection Procedures website. [www.swcpp.org.uk](http://www.swcpp.org.uk)

Potential indicators of CSE are contained within Appendix A.

### **6.2 Radicalisation/PREVENT**

Torpoint Community College will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization (<https://www.gov.uk/government/publications/protecting-students-from-radicalisation-the-prevent-duty>)

The HT/Principal and Chair of Governors will:

Establish or use existing mechanisms for understanding the risk of extremism

Ensure staff understand the risk and build capabilities to deal with issues arising

Communicate the importance of the duty

Ensure **All** Staff and Governors implement the duty

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

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

When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our students understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The college is committed to providing effective filtering systems and this will include monitoring the activities of students when on-line in the college. We follow the guidance set out in Annex C (KCSIE September 2016) Please refer to Torpoint Community College e-safety policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the college Mrs Hazeldine with any concerns.

### **Additional contact details:**

**Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: [prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)**

**MARU can also be contacted for advice: 0300 1231 116**

**Emergency Out of Hours: Tel No: 01208 251300**

**If immediate and serious concerns call the police on 999**

### **6.3 Female Genital Mutilation (FGM)**

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

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a student, they will refer to the Safeguarding Designated Lead/s within the College unless there is a good reason not to

do so.

Potential indicators of FGM are contained within Appendix A.

#### **6.4 Peer on Peer Abuse**

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a college to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the college.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting

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

Please refer to Torpoint Community College Anti Bullying, Equality and Diversity, e-safety policies/online policies.

#### **6.5 Students with special educational needs and disabilities**

Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Torpoint Community College recognises that additional barriers can exist when identifying abuse and neglect in this group of students. These can include:

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

The individual needs of every special educational needs or disabled student will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any student in relation to their safety and welfare Torpoint Community College will follow the same procedures as outlined within this policy and liaise with the DSL initially.

## **6.6 E-safety**

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our college. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-Safety-Standards>

Torpoint Community College takes online safety very seriously both in terms of our students and all of our staff. Please also refer to Torpoint Community College e-safety policy and the acceptable user policy for staff.

### **6.6.1 Filtering**

Torpoint Community College is adhering to the guidance within the revised KCSIE (September 2016) Annex C and this is reflected within our e-safety policy.

## **6.7 Domestic Abuse**

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to students and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their students. Students can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However in up to 90% of incidents involving domestic violence where students reside in the home, the students are in the same or the next room. Student's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among students. Students can see college as a safe retreat from problems at home or alternatively not attend college through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a student's health, educational attainment and emotional well-being and development. The potential scale of the impact on students is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-student conflict. Students sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

## **6.8 Children Missing Education**

Attendance, absence and exclusions are closely monitored. A student going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where students go missing on repeated occasions and/or are missing for periods during the college day.

### **6.8.1: EHE- Elective Home Education**

When appropriate we will advise the Local Authority of when students leave our college to be electively home educated at the earliest opportunity.

### **6.8.2: Reduced Time Tables**

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the student returns to college full time at the earliest moment or other provision sought to ensure the student/ young person has their full entitlement.

### **6.9. Children in care**

The most common reason for students becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep children in care safe. KCSIE (revised September 2016)

A designated child in care lead has been appointed from the senior leadership team. In Torpoint Community College this person is currently Ms J Childs.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a student's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the student's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated students in care lead will have details of the student's social worker. They will have drawn up an individual education plan in consultation with the students in care education support service (CICES).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently students within the college who are in care.

### **6.10 Young Carers**

As a college we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

### **6.11 Forced Marriage**

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage ( Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

However the choice of whether or not to accept the arrangement remains with the prospective spouses. Students may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

## **Honour based Violence (HBV)**

HBV encompasses crimes such as FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be reported initially to the DSL who will then liaise with MARU/Police.

If at any time the college had a concern regarding a student who this may apply too immediate contact will be made with MARU for guidance and advice.

### **6.12 Private Fostering**

A private fostering arrangement is when a student is cared for consecutively for 28 days or longer by someone who is not a member of that student's immediate family. In such a case the local authority should be informed.

If the college are aware of such an arrangement being in place they must advise the family that the college have a responsibility to inform the local authority and encourage the family to advise the local authority themselves..

Advice or a referral can be made via MARU

## **7. Confidentiality and Information Sharing:**

Confidentiality needs to be discussed and fully understood by all those working with students, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, students and colleagues. Staff should make students aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the student or young person, e.g., where safety and welfare of that student or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a student or students. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a student then the DSL must be informed immediately. They should then contact MARU.

## **8. Record Keeping:**

Well-kept records are **essential** to good safeguarding and student protection practice. We are clear about the need to record any concerns held about students or young people, the status of such records and when these records should be passed over to other agencies.

In our work with students and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about students and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving college if a student or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

## **9. Allegations against staff:**

Allegations against staff are covered in all basic training and induction training that takes place within our college.

Never let allegations by a student or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the student that what he says will be taken very seriously and everything possible done to help.

In all instances the Headteacher must be informed. If the head teacher is not available then the DSL should be advised.

If the allegation concerns the head teacher then the Chair of Governors of the college must be informed.

In all situations regarding an allegation of abuse against a member of staff / volunteer / governor the college must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will:

- Contact the LADO for advice;
- consider the safeguarding arrangements of the student or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the student/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

**Contact details LADO: 01872 326536**

If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-  
<https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

## **10. Whistleblowing:**

Please adhere to the colleges whistle blowing policy.

**Whistleblowing Governor:** Mr C Parton

In the event that you do not feel able to follow the colleges whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

**NSPCC Whistleblowing helpline: 0800 028 0285**

## **11. Key Safeguarding Roles and Responsibilities: (see Appendix D)**

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

There is a legal obligation under the Education Act 2002 S175/157 for all colleges to have a designated safeguarding lead. Torpoint Community College follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

### **11.2 Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

### **11.3 Governing Body including the role of the Safeguarding Governor**

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2016). In addition we have outlined these responsibilities in Appendix D.

## **12. Safer Recruitment**

Our college operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with students are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Student Care Act 2006 and Studentcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safe recruitment training through an accredited training programme

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our college complies with the requirements of KCSIE, September 2016 - Part 3

Our college complies with the requirements of the Student care Act 2006 and the Student care (Disqualification) Regulations 2009.

## **13. Attendance at Student Protection Conference:**

If a student or young person becomes the subject in a Child Protection Conference as a college we may be asked to share information about the student or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Student protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and

accountability to act on behalf of the college including agreeing their role in any student protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any student becomes the subject of a conference, local procedures require all other students in the family are considered. It may well be that staff will be required to provide information on students with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the student being in receipt of a student protection plan.

#### **14. Training:**

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016)

All staff members will receive appropriate safeguarding and student protection training / briefings which will be regularly updated.(minimum of yearly) In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governors meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and What to do if a Student discloses Abuse.

Our DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole college training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support the college in ensuring our safeguarding arrangements are robust and achieving better outcomes for the students in our college.

Our Governing Body will have access to basic safeguarding training within the college. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the college are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

#### **15. Extended college and off-site arrangements:**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended college activities are provided by

and managed by the college, our own safeguarding/ student protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits, we will check that effective safeguarding/ student protection arrangements are in place.

### **Work Experience and Careers Education**

Work related learning (including work experience)

Students are placed in external settings to gain experience in a place of work. All placements are validated for suitability following the Cornwall Council Work Experience Policy and Guidelines by either College staff or the Cornwall Education Business Partnership, who conduct a placement suitability visit and provide the employer with information about Child Protection Statement of Principles.

If an alleged incident occurs or concerns are identified to the College by a student or other party as to the suitability of the employer or placement from a safeguarding perspective prior to, during or after placement, these concerns must be notified without delay to the MARU, LADO and / or police. In such circumstances, the young person should be removed from the placement without delay. The DSL will inform the Cornwall Education Business Partnership.

### **16. Photography and images:**

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording students or young people in this college.

### **17. Supporting Staff:**

Our college recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult student hood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The college hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in college who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

**In addition the member of staff should be able to access support through:**

- **Their own GP.**
- **The Samaritans Telephone: 116 123**

- **NSPCC HELPLINE Telephone: 0808 800 5000 ( not just there for students)**

The DSL and Safeguarding Governor will take responsibility for updating this policy and information all staff and the Governing Body of key changes.

### **Appendix A: Signs and Indicators of Abuse:**

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a student has been abused, they may help staff recognise that something is wrong.

If you have any concerns you must pass these to your DSL immediately.

#### **Physical Abuse**

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

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

#### **The physical signs of abuse may include:**

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.

- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

**Changes in behaviour that can also indicate physical abuse:**

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

**Neglect**

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

It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how students are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences we must not be afraid to raise our concerns if we believe the care being given to the student may be impacting on its safety and welfare.

**The physical signs of neglect may include:**

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other students.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

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

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

**Emotional Abuse**

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

**Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

### **Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger students and understanding the indicators of behaviour in older students which may be underlining of such abuse.

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

#### **The physical signs of sexual abuse may include:**

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

#### **Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

**Note:** A student may be subjected to a combination of different kinds of abuse. It is also possible that a student may show no outward signs and hide what is happening from everyone.

### **Child Sexual Exploitation (CSE)**

Many aspects of CSE take place on line so it may be difficult to identify this within college. However abuse indicators may include:

- Students talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending

### **Female Genital Mutilation (FGM)**

Although situations of FGM may be unusual it is important that you do not assume it could not happen here.

#### **Indicators may include:**

- Days absent from college
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM

## **Appendix B: Dealing with a Disclosure of Abuse**

It is extremely important that if a student discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within college. These are the key principles:

### **If:**

- A student or young person discloses abuse, or
- You suspect a student may have been abused, or
- You witness an abusive situation involving another professional.

### **You RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
  - Enquire casually about how an injury was sustained or why a student appears upset. E.g. How did you .....?
  - Confidentiality must never be promised to students, young people, or adults in this situation.
  - Observe carefully the demeanor or behaviour of the student.
  - Record in detail what has been seen and heard in the student's own words (after you have spoken to them, not during a disclosure).
  - Do not interrogate or enter into detailed investigations: rather, encourage the student to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
  - Ensure if the student is complaining of being hurt/unwell this is reported immediately. Asking questions is fine to help understand what the issue is **BUT** you must ensure the questions are open and give the student the ability to clarify.
- 
- It is important NOT to ask leading questions e.g. Did ----- Was it -----?
  - It is important to know when to stop asking questions and listen.
  - It is important not to interrogate.

**Types of Questions you can ask:**

- Tell me? (tell me what happened)
- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the student if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

**Staff MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the student to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret

**APPENDIX C: Procedures if an allegation is made against a college staff member (including volunteers and governors).**

Never let allegations by a student or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect students but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the college.

If the allegation concerns the head teacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made then they will advise you to complete the appropriate referral form. Please follow the link to:

<http://www.safestudents-cios.co.uk/health-and-social-care/studentss-services/cornwall-and-isles-of-scilly-safeguarding-students-board/policies-procedures-and-referrals/>

This should then be sent in via MARU

If you receive a disclosure, about an adult colleague, it is important to reassure the student that what she/he says will be taken very seriously and everything possible done to help.

## **Appendix D : Key Roles and Responsibilities:**

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

The college follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the students, all staff, the governing body and parents

### **Deputy Designated Safeguarding Lead (DDSL):**

As above. They will be trained to the same level of the DSL .

If you are a large college you may have more than one DDSL. If this is the case ensure that there is excellent communication between the Safeguarding team within the college and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

### **Governing Body**

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2016) this includes:

- Taking leadership responsibility for the college's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis

- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role .
- The designated safeguarding governor visits the college regularly to review safeguarding within the college and includes within visits regular discussions with students
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Leadership Team and one who oversees and line manages the activities and the activities of all other leads in the college. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the college.
- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during college hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Governor for CIC (Students in Care) and SEND alongside other nominated leads in the College on these issues;
- We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every full governing body meeting
- That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the college) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistle blowing governor.
- That all Staff, (including volunteers and frequent visitors) who will be working in the college are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a student's safety or welfare, and knowledge about the College's policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receive the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- To ensure that students are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an e - safety policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding children missing from education (CME) and to respond to / refer where required.

- That we notify Children's Social Care if there is an unexplained absence of a student who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a student or young person may be Privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the college's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within college.

### **Appendix E: Key Messages from Serious Case Reviews (SCR)**

When students die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a college perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe students as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one student always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/ leaning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Students with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within colleges as well as with other agencies.
- Assessing the complete circumstances of the student and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the student are paramount above those of the parents.

- Appropriate representation is needed at key meetings- Student Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable students and young people
- Staff to observe safer working practices