

Safeguarding and Child Protection Policy

Cambridge Regional College

September 2023

INTRODUCTION

Cambridge Regional College fully recognises the responsibility it has under section 175 of the Education Act 2002 (as amended), and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) to have arrangements in place to safeguard and promote the welfare of children and vulnerable adults.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2023). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

All staff should read Part One of the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2023 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with students and direct work with families all staff in college have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she/they are being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the college's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the college. Our policy applies to **all** staff, paid and unpaid, working in the college including governors. Teaching assistants, all support staff and contractors, as well as teachers can be the first point of disclosure for a student. Concerned parents/carers may also contact the college and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole college protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children, young people and vulnerable adults are not employed.

This policy is available to parents on request and is on the college website.

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect young people and vulnerable adults.

1.2 The college will therefore:

- 1.2.1 Establish and maintain an environment where students feel safe, including in a digital context, and are encouraged to talk and are listened to.
- 1.2.2 Ensure students know that there are adults in the college whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- 1.2.3 Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of students, including young people who are victims of abuse, and those with special educational needs or disabilities.
- 1.2.4 Incorporate into the curriculum, activities and opportunities that enable young people to develop their understanding of stereotyping, prejudice, and equality.
- 1.2.5 Ensure that all college staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our student regulations and 'Responding to Prejudice-Related Incidents Policy'.
- 1.2.6 We use Safer Corridors Toolkit developed by the Cambridgeshire PSHE Service, where appropriate, which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

2.0 PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:

<http://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/>

2.2.1 The Designated Safeguarding Lead is:

Jeremy Lloyd, Assistant Principal & DSL

2.2.2 The following members of staff have also received the Designated Safeguarding Lead training:

Jack Jesson – Student Support and Safeguarding Manager (DDSL and Prevent Lead)

Emily Bennett – Director of Student Support Services (DDSL & Mental Health Lead)

Denise Wilkinson – Interim Director of Student Support Services (DDSL)

Nicola Bridge-Street – Senior Safeguarding Officer

Amanda Freeman – Safeguarding Officer (Online Safety Lead)

Nicola Bridge-Street – Safeguarding Officer

Michael Watson – Safeguarding Officer

Cat Tonge – Safeguarding Administrator

Lauren Milner – Looked After Children Coordinator & College (LAC Lead)

Steve How – LRC and PD Coach Manager

Kayleigh Horn – Senior Student Advisor (Domestic Abuse and Sexual Violence Lead)

Emma Humphrey – Student Advisor

Jenna Evans – Student Advisor (Young Carer Lead)

Amma Soloman-Graham – Student Advisor

Liz Hiner - Student Advisor

Madi Gilkes – Student Advisor

Nadine Jug – PD Coach

2.2.3 The nominated governor for Safeguarding and Child Protection is:

Lesley Deacon

2.3 The *Governing body* will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description.

2.3.3 Ensure that the DSL has the appropriate status and authority within the college to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2022, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.

2.3.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

Staff members are required to report a concern on the My Concern electronic system and submit it immediately. For urgent cases, staff members should call the safeguarding number first and then log a report on My Concern.

2.3.6 Ensure that the DSL or DDSL are always available (during college hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

In such circumstances, staff should speak to a member of the senior leadership team and/or take advice from social care. This should not delay appropriate action being taken. During term time at least one of the safeguarding management team comprising the DSL and Deputy DSLs will be available during working hours to discuss any safeguarding concerns via TEAMS. On most days during term time, at least one of the safeguarding management team will be available on site on at least one of campuses and a DSL trained safeguarding officer will be available at both sites. During term time, from 17.00 to 19.30 on Monday to Thursday, a member of the safeguarding management team will be on call to support the Duty Manager if needed. During holidays except the Christmas shutdown, there will always be a DSL trained safeguarding officer available to deal with any concerns and one of the safeguarding management team will be available on TEAMS for emergencies.

2.3.7 Liaise with the three safeguarding partners (Local Authority, Integrated Care Systems and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

2.3.8 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.

2.3.9 Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse and neglect;
- that students may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful;
- how to pass on and record concerns about a student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter–Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children’s social care;
- the safeguarding response to young people who go missing in education.

2.3.10 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually, via Safeguarding Bitesize updates and by reading KCSIE Part 1**

2.3.11 Ensure that **all** staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to students and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.3.12 Ensure that parents are informed of the responsibility placed on the college and staff in relation to child protection by setting out these duties on the college *website*.

2.3.13 Ensure that this policy is available publicly either *via* the college website www.camre.ac.uk.

2.3.14 Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that students who have or have had a social worker are experiencing with teachers and college leadership staff.

2.3.15 Where students are educated off site or in alternative provision, the college and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the college.

The responsibilities for safeguarding are detailed in the subcontractor partner guide.

2.4 **Liaison with Other Agencies**

The college will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all students.

2.4.2 Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3 Notify the relevant Social Care Team immediately if:

- it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently).
- there is an unexplained absence of a student who is subject to a Child Protection Plan.
- there is any change in circumstances to a student who is subject to a Child Protection Plan.

2.4.4 When a student who is subject to a Child Protection Plan leaves the college, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

2.5 **Record Keeping**

The college will:

2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

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

2.5.3 Records should include:

- a clear and comprehensive summary of the concern;
- the student's wishes and feelings;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome;
- a record of any discussion/communication with parents, other agencies etc.

2.5.4 Electronic records are stored on an identified, purpose-built, secure platform (MyConcern).

2.5.5 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a student moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2023, (page 32 & 167) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.6 Make parents aware that such records exist except where to do so would place the student at risk of harm.

2.5.7 Ensure all actions and decisions are led by what is considered to be in the best interests of the young person or vulnerable adult.

2.6 **Confidentiality and information sharing**

2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The college will:

2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018 and UK GDPR) from a student or parent they will refer the request to the Data Protection Officer, DPO@camre.ac.uk in line with our Data Protection Policy.

2.6.5 Ensure staff are clear with young people and vulnerable adults that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

2.6.6 Disclose information about a student to other members of staff on a 'need to know' basis. Parental consent may be required.

2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)

2.6.9 In cases where the 'serious harm test' is met, colleges must withhold providing the data in compliance with colleges' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt colleges should seek independent legal advice.

2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 Communication with Parents/Carers

The college will:

2.7.1 Ensure that parents/carers are informed of the responsibility placed on the college and staff in relation to child protection by setting out its duties on the college website.

2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

2.7.3 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.8 Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair

pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

2.8.1 All forms of child-on-child abuse are unacceptable and will be taken seriously.

The college will therefore:

Create a whole college protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

2.8.2 Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

2.8.3 Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

2.8.4 Include within the curriculum, information and materials that support students in keeping themselves safe from abuse, including abuse from their peers and online.

2.8.5 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.

2.8.6 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse via MyConcern in line with safeguarding reporting procedures.

2.8.7 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT students are at greater risk. The college will ensure that these children have a trusted adult in college to talk to.

2.8.8 Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

2.8.9 The Designated Safeguarding Lead or DDSL'S will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

2.9 **Dealing with Sexual Violence and Sexual Harassment between children**

2.9.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into college. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same college. Sexual

violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The college will:

- 2.9.2 Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- 2.9.3 Recognise, acknowledge and understand the scale of harassment and abuse and that even if there are no reports it does not mean that it is not happening, it may be the case that it is just not being reported.
- 2.9.4 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.5 Make decisions on a case-by-case basis.
- 2.9.6 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.7 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.9.8 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.9 The Designated Safeguarding Lead or DDSL will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may have experienced sexual violence or sexual harassment or other forms of sexual abuse.
- 2.9.10 Liaise closely with external agencies, including police and social care, when required.
- 2.9.11 Refer to 'Keeping Children Safe in Education - Part Five', 2023, 'for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, 23rd December 2020)

3. SUPPORTING CHILDREN

The college recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the college's behaviour policy, detailed in student regulations, effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the young person but does not damage the student's sense of self-worth. The college will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in college for advice on case management.
- 3.5 Liaising with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

3.6 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

3.7 The college recognises that whilst **any** young person may benefit from early help, staff are encouraged to consider the wider environmental factors present in a student's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 9 of Keeping Children Safe in Education, 2023 for the complete list. The list includes:

3.8 **Children with Disabilities, Additional Needs or Special Educational Needs**

We recognise that, statistically, students with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive and alert to indicators of abuse.

The college has students with emotional and behavioural difficulties and/or challenging behaviours. The college will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Young people will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The college has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such students will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the college will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.8.1 **Young Adult Carers**

The college recognises that children who are living in a home environment which requires them to act as a young adult carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The college will: seek to identify young adult carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.8.2 **Children at Risk of Criminal Exploitation**

Criminal exploitation of young people is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from

urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. The college will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead or DDSL will complete Safeguarding Children Partnership Board's Exploitation Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The college recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to young people who go missing, particularly on repeat occasions.

3.8.3 Children Frequently Missing Education

The college recognises that young people going missing, particularly repeatedly and/or prolonged, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The college monitors attendance of individual students closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The college endeavors to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a young person missing education is identified as a welfare and/or safeguarding concern.

When a young person is missing from education, the college follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The college will inform Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.8.4 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the college will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

3.8.5 Children at Risk of Child Sexual Exploitation

Child sexual exploitation (CSE) 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.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead or DDSL will complete the Safeguarding Children Partnership Board's Exploitation Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The college recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to young people who go missing, particularly on repeat occasions.

At CRC we work in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to students who have gone missing. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the student may require.

3.8.6 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the college receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.8.7 **Children Living with Domestic Abuse**

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on young people. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The college recognises that where there is Domestic Abuse in a family, the young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect young people in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The college will vigilantly monitor the welfare of young people living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At CRC we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to students who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents to which Police have been called, where one of our students has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the young person may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

3.8.8 **Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation**

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The college takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA

through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a young person is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the student's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Forced marriage – Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. College's play an important role in the safeguarding of children from forced marriage and at CRC we will follow our safeguarding referral processes. The college recognises that since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. This applies to non-binding, unofficial marriages and legal marriages (Keeping Children Safe in Education 2023).

3.8.9 Children showing signs of Abuse and/or Neglect

The college recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. College may be the only stable, secure and predictable element in the lives of young people at risk. Young people who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that students may develop abusive behaviours and that these young people may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between young people outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

The college will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

3.8.10 **Children at Risk of Radicalisation**

Young people are susceptible to extremist ideology and radicalisation. Similar to protecting students from other forms of harm and abuse, protecting young people from this risk should be a part of a colleges safeguarding approach.

The governing body will ensure that a DSL has undertaken Prevent Lead training and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead and has undertaken Prevent Lead training

Jack Jesson

Staff are required to be alert to changes in student's behavior which could indicate they need help or protection. Concerns that a young person is at risk of radicalisation are referred to the DSL in the usual way. The college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (April 2021).

3.8.12 **Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The college will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Fostering Assessment Team.

3.8.13 **Children who have Family Members in Prison**

The college is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The college recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The college will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The college will work with the family and the child to minimise the risk of the child not achieving their full potential.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The college will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2023. This will also include as part of the shortlisting process consideration to online searches as part of the college's due diligence checks. This section should be read in conjunction with the college's Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

A list of all staff who have undertaken Safer Recruitment training is available from HR on request.

4.3 Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1 Any allegation of abuse made against a member of staff (including supply staff (agency staff), volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2023, Part Four, Section One, will be reported straight away to the Assistant Principal & DSL or in their absence the Vice Principal of HR. The Principal will then be advised.

4.3.2 In cases where the Principal is the subject of an allegation, it will be reported to the *Chair of Governors*. The college will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2023.

4.3.3 The college will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2023, Part Four and the college's HR Policies, and seek advice where required.

4.3.4 The Deputy Principal & DSL will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. Schools and colleges will use the guidance chart found at Appendix B to support their decision-making.

4.3.6 Where the college identify a young person or vulnerable adult has been harmed, that there may be an immediate risk of harm to a young person or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

4.3.7 College will consider:

- **Looking after the welfare of the child** - the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 The college will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the college and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4 Concerns that do not meet the harms threshold (Part Four, Section Two)

4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Designated Safeguarding Lead or in their absence, the Vice Principal of HR. NB: The term low level

does not mean that it is insignificant, it means that the behaviour towards a young person or vulnerable adult does not meet the harms test.

4.4.2 In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. The college will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2023.

4.4.3 The college will deal with any such concern, no matter how small, where an adult working in or on behalf of the college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Records are kept electronically in a document that is password protected and only accessible by the DSL, Principal and Vice Principal of HR.

4.4.6 The college will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.4.7 The college should ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

4.4.8 All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

4.4.9 The college will ensure that staff, supply staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5.0 OTHER RELATED POLICIES AND PROCEDURES

5.1 Use of Mobile Phones

5.1.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document (LEA34 eSafety policy) and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the college has developed a policy to outline the required protocol for all staff and students.

6.0 GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

6.1 Governing bodies should ensure they facilitate a whole college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.2 The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in college are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole college approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection policy is published on the college website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

6.3 Use of college premises for non-college activities

6.3.1 If the governing body provides extended college facilities or before or after college activities directly under the supervision or management of college staff, the college's arrangements for safeguarding as written in this policy shall apply.

6.3.2 Where services or activities are provided separately by another organisation or individual, either on or off college site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the college on these matters where appropriate.

This policy was approved by SMT on update accordingly and Corporation on 19th September 2023, and will be reviewed in July 2024.

This policy links to the following other college policies:

| Subject area | Policies |
|--|--|
| Anti-bullying | Learner Bullying and Harassment policy (LEA27) |
| Attendance | Attendance and Missing in Education Policy (LEA08) 14-16 Attendance and Punctuality policy (including Children Missing Education) and 14-16 (ACA4) |
| Student Behaviour | Student Regulations (CUR15) Harmful Sexual Behaviour Policy (LEA31) Fitness to Study Policy (LEA6) |
| Complaints | Complaints procedure (QUA22) |
| Critical Incident | Business Continuity Plan |
| Equality | Single Equality Scheme (QUA16) |
| First Aid | Health and Safety First Aid policy (HAS18) |
| Health and Safety | Health and Safety welfare policy (LEA43) Health & Safety procedure for Fire and Evacuation (FCE7) |
| Intimate Care | Intimate Care policy (LEA44) |
| Lone Working | Lone Working policy (HAS23) Safeguarding Home Visits (LEA07) |
| Online Safety and use of Mobile Phones | E Safety (LEA34) IT Systems Acceptable Use policy (COM1) |
| Physical Intervention and/or Use of Reasonable Force | Safeguarding Scenario Guidance |
| Emergency transport. | Use of Taxis on the College account (LEA35) |
| Prejudice Related Incidents | Responding to Prejudice Related Incidents Policy (NEW) |
| Safer Recruitment | Recruitment and Selection Procedure (HR25) DBS procedure (HR10) |
| Staff Code of Conduct/Safer Working | Staff Code of Conduct Staff Grievance procedures (HR15 & HR18) Social Media policy (HR5) Bullying Harassment Procedure (HR9) Internet Networking & Software Compliance (HR3) |
| Staff Discipline and Grievance | Disciplinary procedure (HR11) |
| Supporting Students with Medical Conditions | Chronic Medical Conditions policy (HAS21) Simple Medication Administration procedure (LEA21) |
| Whistleblowing | Whistleblowing policy (HR6) |
| Site security | CCTV Policy (FCE13) ID Badge Policy (CUR13) Visitors to the College (LEA36) Use of College Premises for non-college activities (LEA09) |

| Subject area | Policies |
|--------------|--|
| GDPR | Policy on Managing Consent for Sharing Personal Info with a Third Party (QUA36) Data Protection Policy (EXA5) |
| Prevent | Prevent Policy (LEA79) |

Categories of abuse

Abuse – is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a 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 persons.

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images;
 - children in watching sexual activities;
 - or encouraging children to behave in sexually inappropriate ways;
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Females can also commit acts of sexual abuse, as can other children.

Dealing with Allegations or Concerns about an Adult Working with Children

Appendix B



Allegation or concern raised about a member of staff or adult

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

- *behaved in a way that has harmed a child, or may have harmed a child and/or*
- *possibly committed a criminal offence against or related to a child and/or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)*

You may wish to consider the questions in Box A below to help you decide the answer to this question.

YES

NOT SURE

NO

Contact CCC LADO on
01223 727967 or via
LADO@cambridgeshire.gov.uk

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the

This is a Low Level Concern. Consider carefully what action to take in response, taking advice from your HR Provider as appropriate. Keep a record in a secure central file. An example form for this purpose is available for use if required.

Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures

Education Safeguarding Team
ecps.general@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit Tel: 101

Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Sara Rogers sara.rogers@cambridgeshire.gov.uk

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) lado@cambridgeshire.gov.uk
Tel: 01223 727967

Senior Leadership Adviser – Phil Nash Tel: 01223 699448

Useful Contacts - Peterborough

Education Safeguarding Lead – Sue Proffitt susan.proffitt@peterborough.gov.uk

Early Help Tel: 01733 863649

Customer Service Centre – social care referrals Tel: 01733 864180

Emergency Duty Team (Out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) lado@peterborough.gov.uk
Tel: 01733 864038

Other useful contacts are available from the Safeguarding team.

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2023)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018)

"The Prevent Duty, Departmental advice for schools and childcare providers" (June 2015)

"Revised Prevent Duty Guidance: for England and Wales" (April 2021)

"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (UKCIS, December 2020)

"What to do if you're worried a child is being abused: Advice for practitioners" (March 2015)

"When to Call the Police: guidance for schools and colleges," (National Police Chief Council)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)

Document history

| Date | Issue number | Change/Comments | Date Approved | Approved by |
|-------------------|---------------------|----------------------------------|----------------------|---|
| 23/9/20 | 1 | Annual update of document | 23/9/2020 | SMT |
| 13/5/21 | 1.1 | Changes to staffing | 13/5/21 | Student Support & Safeguarding Manager |
| 1/9/21 | 2 | Annual update of document | 8/9/21 | SMT |
| 22/8/22 | 3 | Annual update of document | 24/8/22 | SMT |
| 13/1/23 | 4 | Changes to staffing | 18/1/23 | SMT |
| 03/07/2023 | 5 | Annual update of document | 19/09/2023 | SMT Corporation. |