

EMMANUEL COLLEGE

Safeguarding Policy 2020-21



Principal:	Mr M Waterfield
Designated Safeguarding Lead (DSL):	Mr N Ogborn
Deputy Designated Safeguarding Lead (DDSL):	Mrs A Scott
Child Protection Officers:	Mrs A Cowey, Mrs M Lunn, Mrs R Thompson, Miss J Thompson
Designated Lead for Looked after Children:	Mrs J Parr & Mrs A Scott
Designated Governor for Child Protection:	Mrs S Wade
Chair of Governors:	Mr S Goon

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Introduction

The policy applies to all staff, governors and volunteers and takes into account the current statutory guidance provided by the Department for Education (DfE) and local guidance issued by Gateshead's Safeguarding Children's Partnership (comprising the three safeguarding partners in Gateshead). These duties are set out in the Education Act 2002 Section 175, *Working Together to Safeguard Children (updated 2018)* and *Keeping Children Safe in Education (updated September 2020)*. Any references below to Keeping Children Safe in Education refer to the updated guidance.

Keeping Children Safe in Education and *Keeping Children Safe in Education Part 1 (2020)* can be viewed here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The College ensures that parents/carers are made aware of its safeguarding policy through its publication on the College website.

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the College are protected from harm, both while at College and when off the College's premises. The policy sets out the College's commitment to safeguarding and that it aims to create a culture of vigilance and will always work in the best interests of the child.

The actions the College takes to promote the welfare of children and protect them from harm are **everyone's responsibility**. All staff and volunteers involved with children have a responsibility to be mindful of issues related to their safety and welfare and a duty to report any concerns. All pupils are taught about safeguarding.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected;
- Staff are aware of indicators of abuse and know how to share their concerns appropriately;
- All paid and unpaid staff are subject to rigorous recruitment procedures;
- All paid and unpaid staff are given appropriate support and training.

College Commitment: the staff at Emmanuel are well placed to observe the outward signs of abuse because of the day to day contact with children and are committed to referring those concerns via the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) to the appropriate organisation, normally the Local Authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

All staff members should be aware of systems within the College which support safeguarding and these are explained to them as part of staff induction. This includes:

- *The Safeguarding Policy;*
- *ESF Employment Handbook (with particular reference to Section B: Code of Conduct);*
- *Behaviour and Discipline Policy;*
- The role of the DSL (and any deputies);
- The safeguarding response to children who go missing from education;
- What to do if you are worried a child is being abused.

All new staff receive safeguarding training as part of their induction.

All staff read *Keeping Children Safe in Education: for School and College staff: Part 1* and copies are provided to staff at induction, as well as copies of the above policies.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The College is committed to multi-agency working and to follow statutory guidance in *Working Together to safeguard children* by working closely with the statutory safeguarding partners: local authorities, chief officers of police, and clinical commissions groups (health).

The Safeguarding partners in Gateshead (which comprise the Gateshead Safeguarding Children Partnership) are:

- Gateshead Council
- Newcastle Gateshead Clinical Commissioning Group
- Northumbria Police

Locally, the three safeguarding partners make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Information on safeguarding in Gateshead including multi-agency safeguarding arrangements is found here:

<https://www.gatesheadsafeguarding.org.uk/article/9182/Multi-agency-safeguarding-arrangements>

The DSL, DDSL, Principal and the Local Governing Body (LGB) are aware of and follow these local arrangements.

In turn, the College expects, in line with *Keeping Children Safe in Education*, that the three safeguarding partners in Gateshead make arrangements to allow the school to be fully engaged, involved and included in safeguarding arrangements and that the three safeguarding partners utilise the College as a relevant agency and ensure active and meaningful engagement in order to safeguarding children.

Guidance from Gateshead for schools, including how to report concerns about a child and threshold guidance (including the criteria and the level of need for when a case should be referred to local authority children's social care for assessment and for statutory services), in order to safeguard and promote the welfare of children is found here:

<https://www.gatesheadsafeguarding.org.uk/article/9205/Information-for-schools>

<https://www.gatesheadsafeguarding.org.uk/article/9179/Report-concerns-about-a-child>

https://www.gatesheadsafeguarding.org.uk/media/9450/THRESHOLD-DOCUMENT-FEB19/pdf/LSCB_THRESHOLD_DOCUMENT-FEB194.pdf?m=636856735468970000

Guidance on when to call the police is found here:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The College is aware of the local criteria for any referral to either social care or early help, how these referrals are made and how to work effectively with the local authority subsequent to any referral. Safeguarding training by the DSL and DDSL directly reference these local procedures so that staff are updated as to the particular local authority context.

The College sometimes also works with Newcastle and Durham local authorities as part of safeguarding and promoting the welfare of children. The DSL and DDSL are familiar with the particular procedures for these local authorities and are committed to working effectively with them.

COVID-19 and students self-isolating

Keeping Children Safe in Education remained in force throughout the response to COVID-19. Non statutory guidance on schools' response to COVID-19 was withdrawn in July 2020. Further statutory updates to safeguarding procedures in view of COVID-19, either from the DfE Re-opening Guidance or *Keeping Children Safe in Education 2020* were incorporated into safeguarding policy and procedures and/or the College re-opening risk assessment as appropriate. Emmanuel College is committed to ensuring that safeguarding provision remains exemplary during the pandemic and is continually reviewing how to most effectively support students during this time. In particular, there is a revised focus on mental health support and supporting students' attendance in College, as well as continuing to work with other agencies to care for vulnerable students (see below).

During lockdown the College wrote a specific addendum to the Safeguarding Policy, making clear our provision for students during the initial lockdown. The College also wrote an online learning addendum and behaviour and discipline addendum. Whilst these addendums do not apply now that students are back in College, the following is still applicable:

- 1.) How student ensure their conduct is safe and appropriate when interacting online with staff and with each other and the consequences for not adhering to this; the appropriate behavior and discipline addendum is now available as an appendix to the *Behaviour and Discipline Policy*.
- 2.) Safe staff interaction with and teaching of students online. *A Safe Online Learning Guidance for Staff Policy* clarifying procedure is available [here](#).
- 3.) Various safeguarding procedures to ensure that students are safe in College:
 - a. The student welfare page with links and appropriate contacts is still available and updated regularly: <https://www.emmanuelcollege.org.uk/parents/welfare-support/>.
 - b. A safeguarding phone, held by the DDSL (in contacts above), is on during office hours so that if any student or parent have concerns, they can ring up and speak to a safeguarding lead.
 - c. A welfare email address (in contacts above) is monitored regularly by the DDSL and Student Welfare Lead. The email address has been advertised to students and parents and is a conduit for parents and students to disclose any concerns.
 - d. Specific follow-up with students who are self-isolating or in quarantine. Any student in this situation is asked to 'check-in' their tutor every day they are self-isolating before 8:30am by messaging them on Its Learning. If a student does not 'check-in', tutors should phone the student's parents that day. If there are more than two consecutive days when a student does not 'check in', the issue is passed to the Heads of School who follow up urgently with parents. Should any student in this situation be on the vulnerable students' list or where there are safeguarding concerns, or if the student is on the SEND register, then the follow up is undertaken by an appropriate member of the student support team (every student in this category has a designated member of staff to support them). Students who are especially vulnerable within this category are contacted daily by a key person in the student support team. The College attendance officer also makes daily welfare calls to students who are self-isolating.
 - e. In line with statutory guidance, the College is committed to providing work for students who are in quarantine or who are self-isolating. Staff will normally provide work via the online learning platform, Its learning, and other platforms (such as 'Zoom' as appropriate). Details on how the College provides for students through this is laid out in *Excellence in the Remote Curriculum*. Mrs Scott, in her role as SENDCO, as well as DDSL, will specifically monitor the provision and completion of work by SEND students. The *SEND Policy* has been updated in this regard. The appropriate member of the student support team will specifically monitor the completion of work by vulnerable students and keep in regular contact with them via Its Learning. All students on an EHCP who are self-isolating get a daily call. All other students on Tier 1 of the SEND register who are self-isolating get call twice a week. Students on Tier 2 are also monitored appropriately.

COVID-19 and students' mental health

Over lockdown the College continued to offer support for students with prior mental health concerns, and completed transition work with them where necessary to prepare them for starting back in September. In some instances, these students were invited to work on site as vulnerable students. Students transitioning into Year 7 were a key focal point of this work and the list of these was established by contact with primary schools.

Prior to the start of term, a series of support materials from the Educational Psychologist was introduced via RSE lessons to students in all year groups. These included sessions on mindfulness; the importance of sleep and maintaining good sleep habits and bereavement and loss. The Student Support Department also benefitted from training regarding emotionally based school avoidance; supporting students to 'break the cycle of self'; supporting students who have suffered bereavement; spotting the warning signs of poor mental health; meeting the mental health needs of students with SEND and 'promoting resilience in the face of adversity'. A Student Welfare Officer has developed close links with two local bereavement charities and is able to access a wide range of support materials for students as well as seek advice directly.

Two of the Student Support Department, including the DDSL, have completed the two-day course to qualify them as Mental Health Leads in schools.

The College continues to work closely with external agencies to ensure students with mental health needs can be supported appropriately in school. In order to ensure the efficient running of support an 'Assess, Plan, Do Review'

cycle has been introduced for any student who needs such bespoke support. Plans last 6 weeks before a review. At this point a member of staff from the Student Support Department would discuss with parents and the student the next appropriate steps for each individual. This review could result in 'signing a student off', continuing for another 6 weeks or making a referral to an external agency.

Although COVID restrictions mean that College has to be more organised with the space in Student Welfare to ensure that all interactions and referrals are socially distanced, students are still able to access the same level of support as before.

The Designated Safeguarding Lead (DSL)

The DSL, supported closely by the Deputy DSL (DDSL), takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training.

The DSL ensures that all staff receive annual safeguarding training, and other necessary updates, in order that they are able to effectively safeguard the students in their care. Any record of staff training is detailed in the termly safeguarding reports to governors.

The DSL is a senior member of staff with the authority and seniority to carry out the functions of the role, including committing resources and supporting and directing other staff. Mr Ogborn, Senior Vice Principal of Emmanuel College, is the DSL.

The DDSL, Mrs Scott, Assistant Vice Principal (Student Support), works closely with Mr Ogborn. In conjunction with, and under the leadership and guidance of, Mr Ogborn, Mrs Scott undertakes many of the Safeguarding Lead responsibilities and manages day-to-day safeguarding related tasks and administration, as well as supporting vulnerable students in the College.

Mrs Scott does this through her leadership of the Student Support Department. The Student Support Department includes three Student Welfare Officers, including Mrs Thompson, Mrs Lunn and Mrs Cowey (Student Welfare Lead), who are Child Protection Officers; they prioritise caring for vulnerable students and undertaking other child protection tasks as directed in order to strengthen safeguarding across the College.

Mr Ogborn directs Miss Thompson, Sixth Form Pastoral Lead, to undertake tasks that help to strengthen safeguarding in the Sixth Form and support vulnerable Sixth Form students.

Within the Student Support team, Mrs Scott also leads the SEND team as SENCO, which includes LSAs and Student Support leads. Student Support leads in particular work closely with the Student Welfare Officers to ensure additional educational and pastoral support is given to students who are most vulnerable or who find it difficult to access the mainstream curriculum. Mrs Parr, Student Support Officer, alongside Mrs Scott, is the Designated Lead for Looked After Children (LAC).

Close collaboration within the Student Support team, under the leadership of Mrs Scott as DDSL and AVP (Student Support) ensures an integrated approach to student support. It ensures that students most at risk from abuse, significant harm, other welfare concerns and/or academic underachievement are closely supported and monitored by the College safeguarding team and other appropriate staff trained to offer additional help.

Mr Ogborn and Mrs Scott work very closely with the student team, led by Mrs Hooker, Vice Principal, who is responsible for students' conduct, character and personal development and leads the Heads of School and pastoral leads in this regard. Regular meetings between Mrs Hooker, Mr Ogborn and Mrs Scott ensure that necessary support for students is 'joined up', comprehensive and bespoke.

Mr Ogborn works closely with the Principal and informs him immediately of any serious safeguarding allegations or incidents and in particular of any formal social care referrals, or incidents involving the police.

Mr Ogborn works closely with the two safeguarding governors and the wider LGB. A comprehensive termly safeguarding report is sent to the LGB. Mr Ogborn meets separately with the safeguarding governors to discuss the report and safeguarding that term at College prior to it being sent to the LGB.

It has been made clear to staff and students who the DSL and DDSL are, so that staff and students are aware who to speak to if they have concerns about a student or if a disclosure has been made to them by another student (see Child Protection Procedures below).

The DSLs and Child Protection Officers have all received relevant and appropriate DSL training.

Mrs Scott, as Deputy DSL, is trained to the same standard as the DSL and this role is explicit in her job description. Whilst many of the day to day managing of safeguarding is delegated to Mrs Scott, the ultimate lead responsibility for child protection remains with the DSL, Mr Ogborn.

DSL Responsibilities

Managing referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- and refer cases where a crime may have been committed to the police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the principal to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- and act as a source of support, advice and expertise for all staff.

Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the College's safeguarding policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The DSL should:

- ensure the College's safeguarding policy is known, understood and used appropriately;
- ensure the College's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the LGB or proprietors regarding this;
- ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- and link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File

The DSL should ensure safe transfer of a student's Child Protection file when they start a new school. See 'Record Keeping' section below for more details.

Availability

During term time the DSL (or a deputy) should always be available (during college hours) for staff in the school or college to discuss any safeguarding concerns. This should ideally be in person.

Mr Ogborn and Mrs Scott liaise so that whenever possible, either or both are in College at any one time. If, on rare occasions, neither are in the building, staff know that they can take concerns to Mrs Cowey, Student Welfare lead, the Principal, or contact Mr Ogborn or Mrs Scott either via email or via their mobile numbers, which are available at College reception. More details on contacting the DSL and Deputy DSL are below.

LGB Child Protection responsibilities

The LGB fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children, as laid out in *Keeping Children Safe in Education: Part 2: The Management of Safeguarding*.

There is a designated governor (Mrs Wade, supported by Mrs Sword) in place for Child Protection who oversees the College's Safeguarding Policy and practice.

Termly reports are given to the LGB on child protection matters to include changes affecting safeguarding policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum.

The Safeguarding Policy is annually updated and reviewed.

Where services or activities are provided separately by another body, the LGB will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the College on these matters where appropriate.

Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education: Part 1* as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Types of Abuse

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies consider whether children 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 exploitation, criminal exploitation, and serious youth violence.

All staff should recognise that children are capable of abusing their peers and this policy includes procedures to minimise the risk of peer on peer abuse and that peer on peer abuse can manifest itself in many ways.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. It is essential that staff understand and can recognise the symptoms of the four kinds of abuse and neglect:

- **Physical abuse:** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:** This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff should also be aware of the following (more details available in *Keeping Children Safe in Education: Annex A*.)

- **Child Sexual Exploitation (CSE):** CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:
 - children who have older boyfriends or girlfriends;
 - children who suffer from sexually transmitted infections or become pregnant.
- **Child Criminal Exploitation (CCE):** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:
 - children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
 - children who go missing for periods of time or regularly come home late; and
 - children who regularly miss school or education or do not take part in education.
- **Female Genital Mutilation (FGM):** Female Genital Mutilation is illegal and should a child be considered at risk under these circumstances an immediate referral should be made to the DSL, or the Principal, who will then contact the police and Children's Social Care. Should such a situation arise it cannot be discussed with either parents or any family member of the student concerned. **Teacher have a statutory duty to report directly to the police where they discover that FGM appears to have been carried out on a girl under 18.** In all such cases, reference will be made to government guidance to be found in *Multi Agency Practice Guidelines: Female Genital Mutilation*: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- **Forced Marriage:** Forced Marriages are illegal and should a child be considered at risk under these circumstances an immediate referral will be made by the DSL, or the Principal, who will then contact the police and Children's Social Care. Should such a situation arise **it cannot be discussed with either parents or any family member of the student concerned.**

- **Honour Based Abuse (HBA):** HBA encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA. All forms of so called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other safeguarding concern.
- **Peer-on-peer abuse.** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery – see below); and initiation/hazing type violence and rituals.

The *Anti-bullying policy* is published on the College website and the subject of bullying is spoken about at regular intervals in tutor time and assemblies. The anti-bullying policy recognises that bullying is a form of peer on peer abuse. More detail on peer-to-peer abuse is laid out below.

Peer on peer abuse is always be taken seriously and never tolerated or passed off as 'banter', 'having a laugh' or 'part of growing up. The College recognises also the gendered nature of peer on peer abuse; it is more likely that girls will be victims and boys perpetrators.

Allegations of peer on peer abuse are investigated, dealt with and students supported in line with any other type of bullying behaviour, as laid out in the *Anti-bullying policy*.

Any investigation of peer to peer abuse, would usually be undertaken by a Pastoral Lead or Head of School, unless there are clear safeguarding implications, where an investigation would be undertaken by the DSL or Deputy DSL. Any investigation, as with all other College pastoral incidents, would be sensitive to the needs of the children involved and seek to support those victimised by peer on peer abuse, as well as those perpetrating the abuse and any other children affected. The College has a range of support mechanisms to help students, ranging from provision in the Student Support Department, with specialised staff, to external agencies, who regularly provide expertise, support and mentoring for students.

Any sanctions for those students who perpetuate peer on peer abuse is laid out in the College's *Behaviour and Discipline Policy*. It should be emphasised that the most likely consequence for a student who engages in serious or sustained peer on peer abuse would be a temporary exclusion at the very least.

The DSL would take a decision on whether an incident of peer on peer abuse would need to be referred further to other agencies, such as social care or the police.

The results of any peer on peer abuse investigation would be recorded using our College systems. Appropriate Secure Notes would be recorded, records of parental meetings would be undertaken via letters to parents, and any peer on peer abuse incident would be recorded on the College's bullying log.

More detail on Child on Child Sexual harassment and sexual violence is provided below.

- **Sexting:** As with all other actual or possible safeguarding issues and concerns, staff should **not** make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of. If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated). The confiscated device will be passed immediately to the DSL. Staff will not look at or print any indecent images. More guidance is given below in the section on Child on Child Sexual Violence and Sexual Harassment.

- **Private fostering arrangements:** a private fostering arrangement occurs when someone other than a parent or a close relative cares for a child, with the agreement of the child’s parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children’s Social Care, the school will encourage parents and private foster carers to notify Children’s Social Care and will share information with Children’s Social Care as appropriate. Any family hosting an exchange student (Homestay) is required to undertake DBS clearance, as made clear in *Keeping Children Safe in Education: Annex E*.

- **Children with suicidal behaviour:** suicidal behaviour is a complex phenomenon that usually occurs along a continuum, progressing from suicidal thoughts, to planning, to attempting suicide, and finally dying by suicide. Suicidal behaviour (fatal and non-fatal) in teenagers is often associated with a psychiatric disorder, and often unrecognized or untreated. The children and young people who talked to ChildLine (NSPCC, 2009) about feeling suicidal were usually in turmoil and were facing a range of problems in their lives, the combination of which had left them feeling desperate and unable to cope. What many of these children and young people had in common was that they were lonely, had very low self-esteem and they thought that no one cared about how they were feeling. The following signs may be present when a child or young person is thinking about taking their own life:
 - talking about methods of suicide;
 - dwelling on insoluble problems;
 - giving away possessions;
 - hints that “I won’t be around” or “I won’t cause you any more trouble”;
 - changes in sleeping or eating habits;
 - withdrawal from friends, family and usual interests;
 - violent or rebellious behaviour, or running away;
 - drinking to excess or misusing drugs;
 - feelings of boredom, restlessness or self-hatred;
 - failing to take care of personal appearance;
 - complaints about headaches, stomach aches, tiredness, or other physical symptoms;
 - becoming over-cheerful after a time of depression;
 - unresolved feelings of grief following the loss of an important person or pet (including idols, such as pop stars and other “heroes”).

Any disclosure to a member of staff from a student of suicidal thoughts, a plan to commit suicide, or if staff have concerns about suicidal behaviour, should be reported to the DSL. Disclosures, or suspicions of, self-harm should be reported immediately to the Student Support Department.

- **Children Missing from Education:** All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs. A child going missing from education is a potential indicator of abuse and neglect, including sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The College follows DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination. The College sends a half-termly report to the Gateshead Local Authority, detailing which students on the College roll do not attend. The College also has its own *Attendance and Punctuality Policy* that monitors student absence closely. This policy details the procedures undertaken should students be at risk of Missing from Education. Mr Parks, is the College’s dedicated attendance officer. As recommended in *Keeping Children Safe in Education*, the College ensures that every student has more than one emergency contact and number.

- **Children in court:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. *Keeping Children Safe in Education: Annex A* provides appropriate links to help professionals support children in this situation. The DSL will monitor children in this situation and put in place appropriate support as necessary.
- **Children with family members in prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- **County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and College), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse and exploitation, county lines exploitation:
 - can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;
 - can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults;
 - and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violence crime. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Advice for schools on this subject is provided by the Home Office. The links are below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

- **Children at risk of homelessness:** being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social

behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

- **Children exposed to domestic abuse:** Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. 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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. The DSL is informed by police every time a domestic violence incident affects any of the College's students, under the terms of Operation Encompass. The DSL takes appropriate action and puts in place targeted support for students involved, should this be necessary. The DSL and DDSL regularly receive relevant domestic abuse updates via Operation Encompass and look to work closely with police and other relevant agencies via this. Additional information on supporting those affected domestic abuse is available in [Keeping Children Safe in Education: Annex A](#).
- **Children who may be particularly vulnerable:** some children are more vulnerable to abuse and neglect or may benefit from early help more than others. To ensure that all of our pupils receive equal protection, the College will give special consideration to children who:
 - are disabled or have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - are young carers;
 - are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - are frequently missing/goes missing from care or from home;
 - are at risk of modern slavery, trafficking or exploitation;
 - are at risk of being radicalised or exploited;
 - are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - are misusing drugs or alcohol themselves;
 - has returned home to their family from care;
 - is a privately fostered child;
 - has a social worker (Child Protection or Child in Need plan). Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Where children need a social worker, this inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). The DSL has a record of students with Child Protection of Child in Need plans. Paragraph 112 in [Keeping Children Safe in Education](#) contains helpful links to support such students;
 - is a Looked After Child (LAC) or a previously looked after child (staff should be aware students who were LAC remain vulnerable). The most common reason for children becoming looked after is as a result of abuse and/or neglect. Mrs Scott and Mr Ogborn work to ensure that staff have the skills, knowledge and understanding to keep looked after children. Mrs Scott, LAC lead teacher, and Deputy DSL, monitors and supports closely students who were previously LAC along with the Student Welfare Team. She also trains specific relevant staff in the skills knowledge and understanding needed to help these students. This support includes those students who are 16 or 17, and who were previous LAC are known as 'care leavers'. Mrs Scott has details of

the local authority Personal Advisor appointed to guide and support care leavers, and liaises with them as necessary regarding any issues of concern affecting the care leaver;

- requires mental health support (see below);
- is a victim or perpetrator of sexual violence and sexual harassment between children in College (see separate section below).

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

The DSL will ensure that all staff, through training and discussion, are familiar with the above categories including signs and symptoms for recognising possible abuse. They understand and can carry out the detailed procedures outlined below for reporting concerns.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. The DSL and Deputy DSL carefully consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Child on Child Sexual Violence and Sexual Harassment

Keeping Children Safe in Education: Part 5 gives detailed guidance on how schools should deal with child on child sexual violence and sexual harassment. The College acknowledges and follows this statutory guidance in how it deals with any allegations of child on child sexual violence and sexual harassment.

The College's response to allegations will generally be in line with the child protection procedures laid out below. Key specifics to this type of incident, however, include:

- **The need for a risk assessment.** When there has been a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
 - the victim, especially their protection and support;
 - the alleged perpetrator;
 - and all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

- **Ensuring that an alleged perpetrator and victim are not sharing classrooms** following a report of rape or assault by penetration and that for other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, is considered immediately.
- **Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the College will take suitable disciplinary action**, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- **Where a criminal investigation into sexual assault leads to a conviction or caution, the College will take suitable disciplinary action** in line with the *Behaviour and Discipline Policy*, including a consideration of permanent exclusion. Where the perpetrator is going to remain at College the principle would be to continue

keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

- **Recognition that reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons).** In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.
- **The need to sensitively support all the children and adults involved in such situations,** including victims and perpetrators or alleged perpetrators, and that the wishes of the victim should be paramount when considering initial and ongoing support. The College will take all necessary precautions it can to protect victims from any bullying or harassment as a result of making an allegation. Whilst they should be given all the necessary support to remain at College, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. **Upskirting is a criminal offence.** Anyone of any gender, can be a victim. Any allegation of upskirting will be taken extremely seriously at College and staff have been informed of its requisite seriousness.

Students' Mental Health

All staff should also be aware 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff in College however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and staff should speak either to the DSLs or to Mrs Cowey.

Both Mrs Cowey and Mrs Scott are trained as Mental Health Leads and the Student Support Department offers extensive and bespoke support to students who need this particular support, both within College and by working with external agencies.

More information on supporting students with mental health problems is found in paragraphs 115-6 in *Keeping Children Safe in Education*.

Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is part of the College's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The DSL and DDSL are aware of local procedures for making a Prevent referral. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The DSL and DDSL are familiar with the revised Prevent guidance and additional guidance, which are linked to in [Keeping Children Safe in Education: Annex A](#).

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The College is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. College staff receive annual online Prevent training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

All staff undergo Prevent training as part of annual safeguarding updates. They also complete Home Office online Prevent training. The DDSL, Anna Scott, is the Prevent lead in the College. A risk assessment has been completed assessing the Prevent risks to students in the College.

The DSL and DDSL are familiar with the procedure of making a Prevent and Channel referral.

Additional support and guidance on preventing radicalisation is available in [Keeping Children Safe in Education: Annex A](#).

Child Protection Procedures

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education*, any staff member can refer their concerns directly to Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, Deputy DSL, other members of the Child Protection team, the Principal and/or the Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

All staff should feel able to raise concerns and feel supported in their safeguarding role.

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

You may have a concern about a child's wellbeing based on:

- Something the child /parent has told you;
- Something you have noticed about the child's behaviour, health, or appearance;
- Something another adult/professional said or did.

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is **always** your responsibility to share concerns, no matter how small.

Decide whether you need to find out more by asking the child, or their parent to clarify your concerns, being careful to use open questions. It is important to remember that any questioning should be limited to the minimum necessary to seek clarification and strictly avoiding 'leading' by making suggestions or asking questions that suggest an answer. It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

Let the child/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret as you may need to inform the child or third party that they are obliged to pass on information to other members of staff such as the DSL and/or Principal, according to circumstances, as well as to other local agencies.

The child or third party may need reassurance that their concerns will be handled sensitively and discreetly. For example, 'I am worried about your bruise and I need to tell Mr Ogborn/Mrs Scott so that they can help us think about how to keep you safe'.

Inform the DSL or DDSL immediately, **either in person or via the College internal email**, whichever is quicker.

The DSL (and any deputies) is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

If emailing in a concern, it is always helpful to contact *both* the DSL and DDSL so that you are sure a response to your concern will be swift.

The email address of the DSL is ogbornn@emmanuelctc.org.uk

The email address of the Deputy DSL is scotta@emmanuelctc.org.uk

If neither the DSL nor DDSL are available, speak to the Principal. If there is no other member of staff available, you must make the referral yourself.

Make a written record, or complete the Child Concern Referral form (**T:/Staff information/Digest, Policies and handbooks/ Documents**), as soon as possible after the event, noting:

- name of child;

- date, time and place;
- who else was present;
- what was said/what happened/what you noticed - speech, behaviour, mood, drawings, games or appearance;
- if child or parent spoke, record their words rather than your interpretation;
- analysis of what you observed and why it is a cause for concern.

This written record must be shared with the DSL, usually via email, who will securely record it.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. *Information Sharing: Advice for Practitioners: Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Principles about information sharing are laid out below.

Options for the DSL will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;
- referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The DSL may take advice from the Referral and Assessment Team Duty Worker.

If early help is appropriate, the DSL (or DDSL) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

As indicated above, the DSL may make a referral to statutory services (social care) in the relevant local authority (either Gateshead, Newcastle or Durham) depending on where the child lives. The referral will note previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

Following a referral, a social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. Possible next steps are laid out in paragraphs 50-53 in *Keeping Children Safe in Education*.

P.17 in *Keeping Children Safe in Education* has a helpful flow-chart detailing the statutory actions where there are concerns about a child.

The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL informs parent(s) that they have made a referral, if the parent does not already know. On occasions the Duty Officer from social care may suggest a delay in informing the parent in cases of suspected abuse, or where informing the parent may put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

The DSL remains in close communication with other professionals around the child and with the family, in order to share any updates about the child.

If a child protection investigation is undertaken the DSL and other members of the safeguarding team will:

- work closely and collaboratively with all professionals involved in the investigation, to keep the child safe;

- attend an Initial Child Protection Conference (ICPC) when invited and provide updated information about the child;
- attend any subsequent Child Protection Review Conferences (RCPC's);
- attend Core Group meetings and take an active role in the implementation of the protection plan.

It should be noted that the Deputy DSL, or another Child Protection Officer, as directed by the DSL, could undertake the above tasks.

At Emmanuel College, no new referral to social care or to the police is made without consultation with the DSL or Principal.

Information sharing and Record keeping

College staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important to also recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the College and with the three safeguarding partners, other organisations, agencies and practitioners as required.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The College has due regard to the relevant data protection principles, which allow the College to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data';
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;
- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Paragraphs 82-86 in *Keeping Children Safe in Education* have more detail on Information Sharing.

Any disclosure is added to the CP disclosure Log (password protected). Detailed notes and any necessary attachments will also be pasted into a student's individual SchoolBase record, with access only given to the Safeguarding team (CP entry). Certain categories of incident are saved in such a way that only the DSL, Deputy DSL and Principal have access. An additional note is added and made visible to all teachers, stating that a CP record is added, whenever a record is added.

Any additional documentation is kept in a restricted area of the College T-Drive where necessary.

All staff are alerted to safeguarding issues, through the use of a flag placed on SchoolBase as an alert that Safeguarding information is stored with the safeguarding team.

The termly report to the LGB summarises and analyses anonymously all safeguarding incidents, follow up and training and any contact the College has had with external agencies.

Where children leave the College for another school, the DSL ensures that their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt is obtained. This is transferred separately from the main student file. In addition to the child protection file, the DSL also considers if it would be appropriate to share any information with the new school or college in advance of a child leaving in order to help support that student at their new school.

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Safe Practice

Safer Recruitment

Keeping Children Safe in Education: Part 3 outlines Safer Recruitment processes in education settings. The College endeavours to ensure that it does its utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance and the College's safer recruitment processes.

At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment. Both the Principal, Mr Waterfield, and Senior Vice Principal, Mr Ogborn, have undertaken Safer Recruitment training.

Safer Recruitment processes aim to:

- deter potential abusers by setting high standards of practice and recruitment;
- reject inappropriate candidates at the application and interview stages;
- prevent abuse to children by developing robust policies and agreeing on safe practice.

The Emmanuel Schools Foundation's recruitment and selection procedures are detailed in the *ESF Employment Handbook: Section O* which lays out all the schools' recruitment procedures, ensuring that the Foundation is in line with the statutory guidance in *Part 3*.

Allegations against Staff

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

This concerns allegations that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- or behaved or may have behaved in a way that indicates they may not be suitable to work with children. For example, a member of staff might be involved in domestic violence at home. No children would be involved in this instance, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

Any allegation against a member of staff is handled in accordance with the statutory guidance in *Keeping Children Safe in Education: Part 4*.

All allegations against staff, including supply staff or volunteers, should be immediately brought to the attention of the Principal and not the DSL or in his absence the allegations should go to the safeguarding governor Mrs S Wade.

The Principal should take the following actions:

Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made;

- in any potentially serious case, contact the LADO immediately;
- contact the parents/carers of the child, following advice from the LADO;
- attend strategy meetings convened by the LADO and act upon the decisions made at these meetings;
- make a referral to the respective Children's social care, if appropriate;
- consider the appropriateness of suspending the member of staff or reviewing his/her working arrangements, pending the investigation, following advice from the LADO and other key professionals.

Paragraphs 214-217 in *Keeping Children Safe in Education* detail how allegations against staff not directly employed by the school, such as supply staff, are to be specifically handled.

If an allegation is made against the Principal, this should be brought to the attention of the Chair of Governors.

Suspension should be considered when:

- there is a cause to suspect a child is at risk of significant harm;
- or the allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

Supporting Children

The College recognises that children who are abused, or who witness violence or domestic abuse, may find it difficult to develop a sense of self-worth. They can feel helpless, humiliated and feel a sense of blame. Emmanuel College may be the only stable, secure and predictable element in their lives. Many other aspects of College provision support the aims of this policy. Emmanuel College plays an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

Keeping Children Safe in Education requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.' Children are taught to understand and manage risk through College e-safety lectures, Relationships and Sex Education (RSE) lessons, citizenship topics throughout the curriculum, leadership training and through all aspects of College life. Children are taught how to conduct themselves and how to behave in a responsible manner. They learn how to take responsibility for their actions and to care for those who are more vulnerable than them. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures with internet etiquette sessions for those identified as a cause for concern. The school continually promotes an ethos of respect for children and pupils who are encouraged to speak to a member of staff of their choosing about any worries they may have.

Keeping Children Safe in Education: Annex C contains helpful links, resources and advice as to how to effectively deliver online safety training to children.

Overall, the College endeavours to support all students through:

- the content of the curriculum: RSE (for all secondary pupils) and Health Education (for all pupils in state-funded schools) is compulsory from September 2020. The curriculum in Health Education, RSE and in other subject areas, especially RE, ensures that the College is able to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help. Paragraph 94 in *Keeping Children Safe in Education* provides links to support and the statutory guidance;
- supporting students at risk of radicalization. An evolving risk to children is radicalisation – which may come from within family or from outside influences such as the internet and social media. The College will build resilience to radicalisation by promoting Fundamental British Values (through lessons, assemblies, tutor

reflections and lecture series) and therefore enable students to challenge extremist views, and by asking staff to complete regular Prevent training;

- a College ethos which provides a positive, supportive and secure environment which gives pupils a sense of being valued;
- application of the College *Behaviour and Discipline Policy* and *Student Code of Conduct* ensuring that students know that some behaviour is unacceptable but that they remain valued and not to be blamed for any abuse which has occurred. (The *Behaviour and Discipline Policy* also contains details on the appropriate use of 'reasonable force', in line with the guidelines in *Keeping Children Safe in Education*.) The *Student Code of Conduct* also specifies that mobile phones must be switched off in College and will be confiscated, to be collected by a parent or carer, if on or used in College. Part of the reasoning behind this is to safeguard students whilst in College;
- ensuring that students adhere to the College Network Usage Agreement, and that the College has appropriate filter and monitoring systems in place, which are regularly tested and reviewed. The rules on mobile phones (see above) minimises the risk of students bypassing the filter systems and accessing harmful online content via 3G, 4G or 5G;
- effective teaching on online safety; students receive e-safety lectures and lessons, educating students on the three main areas of risk (content, contact and conduct) and how to be safe online. Teaching on online safety is an essential and evolving aspect of the College's PSHE and Relationships and Sex education and provision. Annual safeguarding training for staff includes online safety training as part of an overarching safeguarding approach that prioritises safe online practice and online vigilance for everyone in the College. See below for more detail (Supporting Staff). *Keeping Children Safe in Education: Annex C* has helpful links to support the teaching of online safety and how schools should keep children safe. There are also details on how to support children who are being asked to learn online at home;
- effective liaison with other external services for students who have been harmed or abused or at risk of being harmed or abused;
- ensuring that when a student who is subject to a child protection plan or where there are other safeguarding concerns, transfers to a new school, their child protection file is transferred to the new school immediately and securely (see record keeping) and inform child's social worker.

Supporting Staff

Safer Recruitment processes will be followed at all times in accordance with *Keeping Children Safe in Education*. Effective checks and references are an essential element of safer recruitment.

All staff are directed to the *ESF Employment Handbook: Section B: Code of Conduct*, which contains clear rules on the boundaries of appropriate behaviour.

This guidance covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism and the safe use of technology. In the event of any suspected breach of this guidance by a staff member or volunteer, the Principal should be notified immediately. If it relates to the Principal, the Chair of Governors should be informed without delay.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously.

The *ESF Whistleblowing Policy (to Nov 2021)* and *ESF Employment Handbook: Section O: Whistleblowing* give more specific guidance for College staff on how to appropriately report concerns.

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

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

NSPCC guidance on whistleblowing is available here:

Government guidance on whistleblowing is available here:

<https://www.gov.uk/whistleblowing>

Staff may find issues relating to child protection upsetting and may need support which should be either provided directly by the College or sourced elsewhere by them.

All staff receive annual safeguarding training delivered by the DSL, and receive other training updates as appropriate. Opportunities are given for staff to feedback on safeguarding and child protection concerns in order to make safeguarding policy more effective and enable them to shape future updates.

Visitors

When a visitor arrives at College, they enter the outer reception area and speak to the receptionist. They are asked via intercom by the receptionist what the purpose of their visit is and are only allowed through reception into the main building if the receptionist is satisfied with the legitimacy of their visit. During the COVID-19 pandemic, the number of visitors to College will be significantly reduced. Where possible, meetings will take place online and any visitors attending College would be subject to measures laid out in the College's COVID-19 risk assessment.

If staff at reception have any doubts about a visitor, they should not allow them in and should inform a senior member of staff immediately;

After giving the purpose of their visit and the receptionist is satisfied by the legitimacy of the visit, visitors then sign into reception electronically, giving all necessary details, and wait in the outer reception area to be escorted to their appointment. They should receive a lanyard with a temporary ID card containing their photo, name and who they are to see (a 'visitor's badge');

All visitors as they sign in at reception are asked to read certain College guidelines on visitor behaviour regarding students and safeguarding, which is on the front desk. The guidelines are as follows:

1. *All visitors must sign in on arrival and departure.*
2. *Visitors with DBS clearance must inform reception and produce relevant ID.*
3. *Visitors without DBS clearance must be escorted by a member of staff at all times.*
4. *All visitors will wear a visitor's badge for the duration of their visit and must return their badge when signing out once their visit is complete.*
5. *If there are any concerns with student or staff conduct during the visit, this must be reported to a senior member of staff.*
6. *Visitors must ensure that they minimise the impact on student learning.*
7. *Any adult who comes into contact with children has a duty to safeguard them and promote their welfare; a copy of the College Safeguarding Policy is available on request.*

There are also details on what safeguarding *is* and *who* to contact should visitors have any safeguarding concerns:

- All visitors wear a visitors' badge and lanyard for the duration of their visit and must return their card when signing out once their visit is complete.
- Any visitor for whom enhanced DBS clearance has been evidenced by themselves or their agency and have identified themselves with an appropriate ID (eg. social workers and other professionals) are issued with a green coloured lanyard to signal that they are free to meet with students unaccompanied if this is what their visit and work inside the College requires. They do not need to be accompanied at all times by a member of staff.
- All other visitors are given a burgundy lanyard to identify them as guests with no evidence of DBS clearance. These visitors are only allowed past the outer reception area into the main building when children and young people are in College if they are accompanied by a member of staff at all times (this includes tradespeople);
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.

- ESF staff and Governors sign in and out of the building electronically with their ESF staff ID card. ESF staff are required to have the ID card with them at all times when they are on the College site. Staff have a grey ESF lanyard.

Implementation and Dissemination

This policy is reviewed annually by the DSL and Deputy DSL and is approved by the Board of Governors.

All members of staff read and agree to the safeguarding policy before the start of their employment.

All children, young people and their families will have access to and agree to the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Useful contacts

Gateshead Council

The Referral and Assessment Team (R&A) – Duty System

Civic Centre, Regent Street, Gateshead, NE8 1HH
0191 433 extensions 2505/2349/2410/3417/2540/2653

Out of Hours Social Care Duty Team

0191 477 0844

Referral email address:

R&Aduty@gateshead.gov.uk

Local Authority Designated Officer (LADO)

Nicholas Leon
Safeguarding Children Unit, 1st Floor Civic Centre, Gateshead.
0191 433 3554, 07714 957 868
nicholasleon@gateshead.gov.uk

Safeguarding Manager – Education

Frances Hands
Safeguarding Children Unit, 1st Floor, Civic Centre, Gateshead.
0191 433 2884
franceshands@gateshead.gov.uk

Gateshead Local Safeguarding Children Board (LSCB)

The website contains the inter-agency child protection procedures, details of multi-agency safeguarding training and more: <https://www.gateshead.gov.uk/article/4042/Local-Safeguarding-Children-Board-LSCB->

Newcastle Council

If the student is resident in Newcastle, the following number and website should be used:

Newcastle Children's Social Care: 0191 277 2500

<https://www.newcastle.gov.uk/health-and-social-care/childrens-social-care/contact-childrens-social-care/initial-response-service>

Durham Council

If the student is resident in Durham, the following number and website should be used:

Telephone: 03000 267979

E-mail: scd@durham.gov.uk Website <https://www.durham.gov.uk/firstcontact>

If urgent action is required in any situation contact the police – 08456 043043 or 101 and tell them you are telephoning about a child protection matter.

Child Concern Referral Form

T:/Staff information/Digest, Policies and handbooks/ Documents