

# EMMANUEL COLLEGE

## SAFEGUARDING POLICY 2021-22



<b>Principal:</b>	Mr M Waterfield
<b>Designated Safeguarding Lead (DSL):</b>	Mrs R Hooker
<b>Deputy Designated Safeguarding Lead (DDSL):</b>	Mrs A Scott
<b>Child Protection Officers:</b>	Mrs A Cowey, Mrs M Lunn, Mrs R Thompson, Miss J Thompson, Mrs M Brown
<b>Designated Lead for Looked after Children:</b>	Mrs J Parr & Mrs A Scott
<b>Designated Governor for Child Protection:</b>	Dr J Harness
<b>Chair of Governors:</b>	Mr R Smith

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## Part 1: Safeguarding Policy

### Introduction

The policy applies to all staff, governors and volunteers and reflects 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 Gateshead Council, Newcastle Gateshead Clinical Commissioning Group, Northumbria Police). 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 2021)*. 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 (2021)* can be viewed here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

Safeguarding and promoting the welfare of children (anyone under the age of 18) is defined 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.

This means that our school is committed to safeguarding and promoting the welfare of all our students. We believe that:

- Our students have the right to be protected from harm, abuse and neglect.
- Our students have the right to experience their optimum mental and physical health.
- Every child has the right to an education and our students need to be safe and to feel safe in school.
- Children and young people need support that matches their individual needs, including those who may have experienced abuse.
- Our students have the right to express their views, feelings and wishes and voice their own values and beliefs.
- Our students should be encouraged to respect each other's values and support each other.
- Our students have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Emmanuel College will ensure clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need.
- Emmanuel College will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.

### Aims

This policy will contribute to the protection and safeguarding of our students and promote their welfare by:

- Adopting a whole-school and college approach to safeguarding.
- Clarifying standards of behaviour for staff and students.
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging students and parents to participate.
- Alerting staff to the signs and indicators that all may not be aware of.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their students face.
- Addressing concerns at the earliest possible stage.
- Reducing the potential risks students face, of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation.

At Emmanuel College we will always:

- Identify and protect all pupils especially those identified as vulnerable students.
- Identify individual needs as early as possible; gain the voice and lived experience of vulnerable students and design plans to address those needs.
- Work in partnership with students, parents/carers and other agencies.

Our policy extends to any establishment our school commissions to deliver education to our students on our behalf including alternative provision settings.

Our Local Governing Body (LGB) will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from Emmanuel College that appropriate risk assessments are completed and ongoing monitoring is undertaken.

## Expectations

All staff and visitors have an important role to play in safeguarding children and young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

The actions the College takes to promote the welfare of children and protect them from harm are therefore **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 staff will work to ensure that:

- Children and young people feel listened to, valued and respected.
- They are familiar with this Safeguarding & Child Protection Policy.
- They understand their role in relation to safeguarding.
- They are alert to signs and indicators of possible abuse (see Appendix 1 for current definitions and indicators).
- They record concerns and give the record to the DSL or Deputy DSL.
- They deal with disclosures of abuse from children in line with the guidance in part 2 of this policy, informing the DSL immediately and providing a written account as soon as possible.
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans.

The staff at Emmanuel College are well-placed to observe the outward signs of abuse because of their day-to-day contact with children and they 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 (including safeguarding training). 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 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.

Therefore, at Emmanuel College:

- All staff will receive annual safeguarding training and update briefings as appropriate.
- Key staff will undertake more specialist safeguarding training.

- In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.
- Our Local Governing Body will be subjected to an enhanced Disclosure and Barring Service (DBS) check and 'Section 128' check.
- We will follow Safer Recruitment processes and checks for all staff.

The Local Governing Bodies and proprietors should ensure that the DSL role is explicit in the post-holder's job description and that appropriate time is made available to the DSL and Deputy DSL(s) to allow them to undertake their duties.

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

The DSL is Mrs R Hooker (Vice Principal) and the DDSL is Mrs A Scott (Assistant Vice Principal). Whilst some of the activities of the DSL are designated to Mrs Scott or other trained deputies the ultimate lead responsibility for safeguarding and child protection remains with Mrs Hooker. In conjunction with, and under the leadership and guidance of, Mrs Hooker, 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 five Student Welfare Officers, including Mrs Thompson, Mrs Lunn, Mrs Parr, Mrs Brown 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. Within the Student Support Team, Mrs Scott also leads the SEND team as SENCO, which includes the Assistant SENCO, LSAs and Alternative Provision (AP) staff. The Assistant SENCO and AP staff 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 Welfare 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.

Mrs Hooker also leads the student team, and, with the support of Mr Steer, AVP (Behaviour and Attitudes), is responsible for students' conduct, character and personal development and leads the Heads of Year and sixth form Pastoral Leads in this regard. Regular meetings between Mrs Hooker and Mrs Scott ensure that necessary support for students is 'joined up', comprehensive and bespoke. Mrs Hooker 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. Mrs Hooker 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.

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, Mrs Hooker.

As DSL, Mrs Hooker will ensure that:

- Educational outcomes are promoted by working closely with teachers about children's welfare, safeguarding and child protection concerns.
- Safeguarding and child protection information is dealt with in a confidential manner.
- The school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.

- 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.
- Safeguarding records are stored securely in a central place separate from academic records. Individual files will be kept for each student and not compiled as family files.
- Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.
- Staff are informed of relevant details when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.
- If a student moves from our school, child protection and safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records ensuring that a note is made when all files transferred recording who they were transferred to and when. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools.
- All in-year applications and transfers will also be reported to the local authority.
- Information held on a child/young person is not disclosed to a parent/carer if this would put the child at risk of significant harm.
- During term time the DSL (or a deputy) is always available (during college hours) for staff in the school or college to discuss any safeguarding concerns. This should ideally be in person.

## **Contextual Safeguarding**

Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focusing on an individual.

The DSL and DDSL will consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system. This will be evidenced in:

- Informal and formal assessments of need/risk for the child.
- Case discussions in DSL supervision sessions.

## **Mental Health**

At Emmanuel College all staff are alert to signs of mental ill-health and are 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. All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern. However, any concerns passed to a pastoral member of staff that may be of a safeguarding nature will always be passed to the DSL by the HOY/AHOY.

We our take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
- Identification: recognising emerging issues as early and accurately as possible.
- Early support: helping pupils to access evidence based early support and interventions.
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

## **Designated Teacher for Looked After Children**

Children with a social worker may face barriers to education because of complex circumstances. Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress. Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children. Emmanuel College works with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.

Our Designated Teacher will therefore:

- Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.
- Work with the Virtual School headteacher to promote the educational achievement of previously looked after children.

## **Local Governing Body**

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

The DSL will ensure that:

- All governors must read part 2 of 'Keeping children safe in education' (KCSIE).
- The appointed safeguarding governor/s will receive safeguarding training relevant to the governance role and this will be updated every two years.
- The governing body will review all policies/procedures that relate to safeguarding and child protection annually.

## **Safer Recruitment**

Emmanuel College follows part 3 of 'Keeping children safe in education' (KCSIE) and pays full regard to 'Safer Recruitment' requirements including but not limited to:

- Verifying candidates' identity and academic or vocational qualifications.
- Obtaining professional and character references.
- Checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- UK Right to Work.
- Clear enhanced DBS check.
- Any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

Evidence of these checks are recorded on the Single Central Record (SCR). All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. During recruitment processes there is always at least one member of staff present on the recruitment panel who has undergone safer recruitment training. Both the Principal and Vice Principal are trained in safer recruitment in addition to the Human Resources staff.

Our staff induction process will cover:

- The Safeguarding & Child Protection Policy.
- The Behaviour Policy.
- The Staff Code of Conduct.
- The safeguarding response to children who go missing from education.
- The role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of part one of KSCIE is provided to staff at induction and all staff are provided with an updated copy annually.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

Specifically, we will ensure that:

- Regular safeguarding supervision will be offered to the Lead DSL within school.
- Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school.
- The DSL/DDSL will be supported to access training as appropriate including training in behaviour and mental health.

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.

### **The school's role in the prevention of abuse**

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that students:

- Are treated with respect and dignity.
- Are taught to treat each other with respect.
- Feel safe.
- Have a voice and are listened to.

Safeguarding issues, including online safety, peer on peer abuse, sexual harassment, and extra familial harm (multiple harms) will be addressed through the personal development curriculum in an age-appropriate way. Our personal development curriculum allows students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.

All staff are made aware of our school's unauthorised absence and children missing from education procedures through the *Attendance Policy*. Tutors and pastoral staff follow up with students following every absence. All our policies which address issues of power and potential harm will be inter-linked to ensure a whole school approach. We recognise the particular vulnerability of children who have a social worker and as such liaise closely with the Student Support Team, designated teacher for looked after children and their pastoral team/teachers.

### **Safeguarding students who are vulnerable to radicalisation**

From 1 July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015). The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation, are featured in the *Preventing radicalisation and extremism policy*.

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued and will always be referred to the DSL as a potential safeguarding concern. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty. The Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, use of assemblies and the personal development curriculum, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying/racism policy and other issues specific to the school's profile, community, and philosophy. To this end when an external speaker is invited into college the level of risk associated with the content of the session and the speaker will be taken into account.

All schools are expected to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism, this is the DSL.

Emmanuel College monitors online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

Emmanuel College has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015). We will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*

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

### **Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)**

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary action.

At Emmanuel College we will ensure that:

- Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible, in particular our Student Support Team including the Student Welfare Officer: Cross Cultural Engagement and Inclusion.
- All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around: forced marriage, FGM, honour-based abuse, trafficking, criminal exploitation and gang affiliation.
- Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue.

### **Children missing education**

A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child

criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future. Work around attendance and children missing from education will be coordinated with safeguarding interventions.

We will always ensure that:

- We hold two or more emergency contact numbers for each pupil.
- The Attendance Officer liaises closely with the DSL (the Attendance Officer is line managed by the DSL).
- Adapt our attendance monitoring on an individual basis to ensure the safety of each student where necessary
- Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.
- Work closely with the CME (Children Missing Education) Team, School Admissions Service, Education Legal Intervention Team, and the Elective Home Education Team.

### **Peer-on-peer/child on child abuse**

At Emmanuel College we have zero-tolerance approach to peer-on-peer abuse. It is important that all staff recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment. We recognise and understand that abuse is abuse and it should never be tolerated or diminished in significance. We also recognise that there is a gendered nature to peer-on-peer abuse, i.e. that it is more likely that girls will be victims and boys perpetrators. We fully understand that even if there are no reports of peer-on-peer abuse in school it may be happening.

When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape: a person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- Assault by penetration: a person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- Sexual assault: a person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

At Emmanuel College we will ensure that:

- All staff will receive training on peer-on-peer abuse.
- We support students to treat each other fairly and equally.
- All our staff and students are supported to be alert to peer-on-peer abuse (including sexual harassment), understand how the school views and responds to peer-on-peer abuse, and be confident that reports of such abuse will be taken seriously.
- We do not tolerate instances of peer-on-peer abuse and will not pass it off as 'banter' or 'part of growing up'.
- We recognise that 'child-on-child abuse' can occur between and across different age ranges.
- We follow both national and local guidance and policies to support any student who is subject to peer-on-peer abuse.
- We follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

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 and Racism Policy. Any investigation of peer-to-peer abuse would usually be undertaken by a Pastoral Lead or Head of Year, 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 fixed-term 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 would be recorded on CPOMs; 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.

Keeping Children Safe in Education 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.

### **Criminal exploitation**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

At Emmanuel College we will ensure that:

- We always notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour.
- Use the risk assessment screening tool to support our referrals to the local authority for any children in our school we are concerned about.
- Be aware of and work with the police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

## Part 2: Key Procedures

### Responding to concerns about a child

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.
- 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.

If you have a concern about a child, you should:

- 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 Mrs Hooker/Mrs Scott so that they can help us think about how to keep you safe'.
- Inform the DSL or DDSL immediately, **using the CPOMS reporting system, or in person**, whichever is quicker. All verbally reported referrals should be followed up later with a written account logged in CPOMS. Once the form has completed contact Mrs Hooker, Mrs Scott or the Welfare First Call phone (1107) to ensure this has been received. If you are concerned for a child's safety always follow up the written referral with a conversation with the DSL or DDSL in person as soon as possible. If necessary, contact first call to cover your class so you can do so as quickly as possible.
- All concerns logged on CPOMS should be logged as a DSL concern and no other categories ticked. This will be edited appropriately by the DSL/DDSL.
- Temporary staff, or staff without access to CPOMS should report concerns **directly to the DSL or DDSL either in person or via the school's internal email address**. The email address that should always be used to report any concerns is [ECsafeguardingReferral@emmanuelctc.org.uk](mailto:ECsafeguardingReferral@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.
- When recording a Child Concern referral on CPOMs, complete a written record 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, via CPOMS which will create a secure record of the event.

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.

### **Involving parents/carers**

In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. However, there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding & Child Protection Policy through our School website.

### **Multi-agency work**

We work in partnership with other agencies to promote the best interests of our student and keep them as a top priority in all decisions and actions that affect them. Where the student already has a safeguarding social worker or family support worker, concerns around escalation of risks will be reported immediately to the social/ family support worker, or in their absence, to their team manager.

When invited, the DSL or DDSL will participate in a strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the student are met. We will co-operate with any child protection enquiries conducted and ensure representation at appropriate inter-agency meetings, TAF, CAF, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings. We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared in advance of the meeting.

Where student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

### **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 lawfully 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.

*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.

### **Responding to an allegation about a member of staff**

his procedure must be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- Behaved in a way that has harmed a student or may have harmed a student.
- Possibly committed a criminal offence against or related to a student.
- Behaved in a way that indicates s/he may not be suitable to work with children/young people.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

The new provision as set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children. Though it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse students. At Emmanuel College we also recognise that concerns may be apparent before an allegation is made.

All staff must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. **Allegations or concerns about staff, colleagues and visitors must be reported directly to the Principal** who will liaise with the Local Authority Designated Officer (LADO) Team who will decide on any action required.

If the concern relates to the Principal, it must be reported immediately to the Chair of the Local Governing Body, who will liaise with the LADO and they will decide on any action required.

### **Children with additional needs**

Our school recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk assessment prior to making the decision to exclude.

### **Children in specific circumstances**

#### Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness.
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children/young people.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children/young people staying with families while attending a school away from their home area.

There is a mandatory duty on Emmanuel College to inform the relevant local authority of a private fostering arrangement. The authority then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

## 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 was 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 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 visitor 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 (e.g., 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.
- Emmanuel Schools Foundation (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.

## 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](mailto: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](mailto:nicholasleon@gateshead.gov.uk)

#### **Safeguarding Manager – Education**

Frances Hands

Safeguarding Children Unit, 1<sup>st</sup> Floor, Civic Centre, Gateshead.

0191 433 2884

[franceshands@gateshead.gov.uk](mailto: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](tel:03000267979)

Email: [scd@durham.gov.uk](mailto: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