

Safeguarding and Child Protection Policy

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1. Summary

This policy applies to all staff, volunteers and governors working at the College. There are seven main elements to the policy:

- 1.1 Establishing a safe environment in which students can learn and develop.
- 1.2 Ensuring the College practises safe recruitment in checking the suitability of staff and volunteers to work with our students.
- 1.3 Raising awareness amongst staff and students of safeguarding and child protection issues, and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- 1.4 Supporting students who have been abused or who have been identified as vulnerable in accordance with any agreed child protection plan or risk assessment.
- 1.5 Dealing with allegations against staff members.
- 1.6 Reviewing and developing the College's safeguarding and child protection procedures.
- 1.7 The appointment of two persons with key responsibilities: the designated person and the designated governor.

2. Legal Context

- 2.1 Since the Children Act in 2004, colleges have had a statutory duty to make arrangements to "Safeguard and Promote the Welfare of Children". The Children Act defines a 'child' as a person under the age of 18.
- 2.2 The Children Act provided for Local Safeguarding Children Boards (LSCBs) to ensure that key agencies work effectively together. The core membership of LSCBs comprises local authorities, health bodies, the police and others. The objective of LSCBs is to coordinate and to ensure the effectiveness of their member agencies in safeguarding and promoting the welfare of children. The College has a statutory duty to assist local authority social services departments with child protection issues and to work with LSCBs. (ref. Working Together to Safeguard Children' HM Government, March 2015).
- 2.3 Keeping Children Safe in Education September 2016 DfE gives further statutory guidance for schools and colleges. All staff are expected to read Part 1 and Annexe A of this document.
- 2.4 The safeguarding of our students and staff is closely allied with the national 'Prevent' agenda. Prevent duty is contained within Section 26 of the Counter Terrorism and Security Act 2015. The duty states that specified authorities including sixth form colleges, in the exercise of their functions, must have "due regard to the need to prevent people from being drawn into terrorism".
- 2.5 Besides these statutory obligations, the College has a duty of care towards all students.

3 Establishing a Safe Environment

- 3.1 The College will establish and maintain an environment where all students feel safe and secure. Regular surveys of students will take place to assess the extent to which they feel safe at College. Such surveys will be followed up as appropriate.
- 3.2 Rigorous health and safety procedures will be in place, monitored by the governors' audit committee and through internal audit, and self-assessed annually. The 'Seeking Assurance Visit' will provide further bench-marked judgements of the College's health and safety practices.
- 3.3 The security of the College site against intruders will be a key priority. Measures including CCTV cameras, gates and barriers, access and identification will be kept under continual review.
- 3.4 Where the College is providing education for a child of compulsory school age, the College shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice enrolment of 14-16 year olds in full time, further education. The College should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.(Keeping children safe in education 2016).
- 3.5 All external speakers invited in by staff must be approved through SLT, and all student events, such as charity events and promotions in the social area will only be allowed to take place if approved in advance by SLT in order to minimize the risks of radicalisation on College students and staff.
- 3.6 Procedures and policies will be in place to minimise bullying and harassment, including online bullying. These will be publicised to students through assemblies, tutorials and student diaries. The College will seek to promote equal opportunities and the celebration of diversity amongst students in order to promote its agenda of tolerance and respect.
- 3.7 Safe working practices will be established through effective induction and through risk assessments. Trips and visits will be carefully risk-assessed before they take place, in accordance with College procedure. Any student who has been identified as vulnerable will be individually risk-assessed in advance of any off-site activity.
- 3.8 The College will ensure that students know about the risks associated in using the internet and mobile technologies, and that they have the understanding to safely use social networking sites. This information can be found in the student diary, and safe practice will be promoted during the academic year, through tutorials and via on-line reputation assemblies with students. ICT policies and protocols will be regularly reviewed to incorporate the Prevent duty.
- 3.9 The College undertakes to establish and maintain an environment where all students feel safe and secure. The Prevent agenda will inform the protective work we do to safeguard our students, visitors and members of staff.
- 3.10 Induction procedures for new staff will cover how staff communicate electronically with students and their appropriate professional use of email, Twitter and Facebook. It will also cover how colleagues recognise and respond to extremist views which may be presented by staff or students.
- 3.11 The College recognises that listening to young people is an important and essential part of safeguarding them against abuse and neglect. We will also seek to ensure that any

individual young person who makes a complaint is informed not only about the action the College will take but also the length of time that will be required to resolve the complaint. The College's complaints policy will be published in student diaries and displayed on tutor group notice boards.

- 3.12 The College will work proactively with student governors, with the College Council and with tutor group representatives to ensure that the student voice is embedded throughout all areas of College activity so that the interests and welfare of students can be prioritised.
- 3.13 The College will provide a range of welfare services including a counselling service, a sexual health drop-in service, and advice and guidance pertaining to careers and financial issues.

4 Practising Safer Recruitment (Please also refer to the safer recruitment policy)

- 4.1 The College has recruitment procedures in place which will ensure that every care is taken to ensure that young people and vulnerable adults are protected from unsuitable people.
- 4.2 The recruitment procedures will apply to all staff within the College who may work with young people or vulnerable adults. The recruitment procedures will include the following:
 - The post or role will be clearly defined.
 - The College's commitment to safeguarding the needs and interests of young people will be clear in advertising materials.
 - The key selection criteria for the post or role will be identified and will include criteria relating to the welfare of young people.
 - A variety of selection techniques (e.g. qualifications, previous experience, interview and reference checks) will be used.
 - HR staff will take part in 'Safer Recruitment' training. At least one person on any appointment panel will have undertaken safer recruitment training.
 - The requirement to produce documentary evidence of academic/vocational qualifications.
 - Obtaining professional and character references including a judgement on the suitability to work with young people.
 - Verification of previous employment history.
 - Identity checks.
- 4.3 Enhanced Disclosure and Barring Service (DBS) checks, and, where appropriate, referrals through the DBS, according to current legislative requirements. Where these checks are not complete prior to commencement, a risk assessment will be conducted and a standard risk assessment pro forma completed – see Appendix 8.
 - Personal data for supply staff is maintained by the agency.
 - The College will keep and maintain a single, central record of all staff, including supply staff, volunteers and Service Level Agreement staff). This record will include personal data, details of identity checks, DBS checks, barred list checks (if relevant), prohibition checks, overseas checks and where appropriate, any sanctions from member states of the EEA since January 2016 and relevant qualifications where appropriate. (Personal data for supply staff and contract staff are maintained by the agency or company).

5 Volunteers and External Agencies

- 5.1 Where volunteers or members of external agencies will have unsupervised access to students or groups of students, an enhanced DBS and, where appropriate, a barred list check, will be undertaken by the College. Alternatively, if such personnel are registered onto the online DBS update service, an update to their suitability can be accessed through this system, with their permission.
- 5.2 If volunteers or members of external agencies are working with students under College staff supervision, then a risk assessment will take place to determine any further safeguards that are required.
- 5.3 The standard risk assessment pro forma will be used – see Appendix 8

6 Raising Awareness of Child Protection and Implementing Procedures

- 6.1 The College will provide opportunities through induction and the tutorial curriculum to develop awareness of safety issues and practical measures through which students can keep themselves safe. These will include child protection, sexual health, online and personal safety. The College dashboard acts as a single central log for the safeguarding needs and details of all students. All relevant staff have been trained in how to use this log to record student information. Specifically trained safeguarding team members only record the safeguarding information in the sensitive log and in the safeguarding X drive. The College will ensure that all staff undertake training in safeguarding and child protection at least once every three years and that staff are aware of the College's child protection procedures and the identity of the designated person. All new staff will meet the designated person as part of their college induction, in order to ensure that their safeguarding responsibilities are absolutely clear. Any member of staff can make a referral in case of an emergency. This is covered in safeguarding training. In the staff handbook are lists of helpful contacts. In the appendices are the contact details for MASH (Multi-Agency Safeguarding Hub) teams in each of our main boroughs and the safeguarding governor.
- 6.2 The College will nominate a designated person (see section 10) who takes a key role in coordinating child protection procedures. S/he will receive appropriate training every two years, will keep up to date with developments in child protection issues, and will provide advice and support to other staff on issues relating to child protection. The College has a designated safeguarding lead and a deputy safeguarding lead.
- 6.3 The College recognises that because of the day-to-day contact with students, college staff are well placed to observe the outward signs of abuse. The College will ensure that all staff understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated person.
- 6.4 The designated persons will oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB. The designated persons will maintain a proper record of any such referral, complaint or concern even where the concern does not lead to a referral.

7 Supporting Vulnerable Students

- 7.1 The designated person will liaise with the local authority (LA), the LSCB and with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for any student identified as vulnerable or on the child protection register.
- 7.2 The College will ensure that adequate risk assessments are in place to meet the needs of those students identified as vulnerable. This may cover activity at College, travel to and from College, trips and visits off-site, work experience and other placements.
- 7.3 The College will notify relevant social services if there is an unexplained absence of more than two days of any student who is on the child protection register.
- 7.4 The College will keep written records of concerns about students, even where there is no need to refer the matter immediately. Records relating to actual or alleged abuse or neglect will be stored separately from the normal student or staff records in the sensitive area of the pastoral log in the dashboard and in the safeguarding X drive. Child protection records will be stored securely, with access confined to the designated safeguarding team, the principal, the vice principal and the designated governor.
- 7.5 Child protection records should be reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

8 Allegations Against Staff (See appendix 4)

- 8.1 The College recognises that, although rare, professionals are sometimes abusers.
- 8.2 The College will:
 - Not tolerate inappropriate behaviours from staff.
 - Protect staff who disclose information regarding abuse by colleagues towards students.
 - Act upon any allegation against a member of staff as outlined in the procedure in Appendix 4. Any concerns regarding the conduct of adults will be taken to the Principal. Concerns about the Principal will go to the Chair of Governors. The NSPCC whistleblowing advice line is also a publicised route for staff to whistle blow (please see the whistleblowing policy). The College understands that it has a duty towards its employees to treat them in a fair and reasonable manner at all times, including if an allegation has been made against them. Consideration will be given to the kind of support for those members of staff against whom an allegation of abuse has been made.

9 Reviewing and Developing the College's Safeguarding and Child Protection Procedures

- 9.1 The governing body will undertake an annual review of its policies and procedures relating to safeguarding and how these have been implemented.
- 9.2 The College will maintain an ongoing vigilance and awareness of national and local developments with the aim of updating this policy in light of changes in the external legal and policy environment. It will ensure that its procedures are in line with those set out by the LSCB, take account of guidance issued by the Department for Education (DfE) and the Prevent duties.

- 9.3 The designated persons will attend regular training events, networks and conferences. S/he and the vice principal will receive bulletins from the Association of Colleges (AoC) and Sixth Form Colleges Association (SFCA) concerning changes and developments in safeguarding and child protection practice and policy. The College will regularly review information from the DfE and other relevant safeguarding bodies and communities. All staff undertake safeguarding awareness, including online safety, child sexual exploitation and female genital mutilation training every three years and Prevent duty bi-annually.

10 Designated Staff with Specific Responsibility for Child Protection (See appendix 6)

- 10.1 The designated team is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB.
- Providing advice and support to other staff on issues relating to child protection.
- Maintaining proper records of any child protection referral, complaint or concern.
- Ensuring that parents of children and young people within the College are aware of the College's safeguarding and child protection procedures.
- Liaising with the LA and LSCB and other appropriate agencies.
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils.
- Liaising with employers and training organisations that receive children or young people from the College on long-term placements to ensure that appropriate safeguards are put in place.
- Ensuring that staff receive basic training in Safeguarding and child protection issues and are aware of the College's child protection procedures, particularly new staff during their induction.
- Ensuring adequate risk assessment procedures are in place to meet the needs of those students identified as vulnerable.
- Providing an annual report to the governing body of the College setting out how the College has discharged its duties and reporting deficiencies in procedure or policy identified by the LSCB (or others).

- 10.2 The designated governor will be responsible for liaising with the principal and the designated person over matters regarding child protection, including:

- Ensuring that the College has procedures and policies which are consistent with the LSCB and legal framework.
- Ensuring that the governing body reviews the College policy on safeguarding and child protection each year.
- Ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including, but not limited to, a report on the training that staff have undertaken.

Policy reviewed December 2016

Next review: December 2017

Definitions & types of abuse

The College will be alert to all possible forms of abuse, and will not discount any allegation. Below are the definitions of some of the key types of abuse staff need to consider and refer.

Children and young people these terms are interchangeable and refer to students who have not yet reached their 18th birthday.

Vulnerable adults – a vulnerable adult is defined as a person “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of himself or herself, or unable to protect him or herself against significant harm or exploitation.”

Significant harm - is defined as a situation where a student is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect) which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the student and their family.

Vulnerable adults – The Safeguarding Vulnerable Adults Act 2006 (s59) defines “vulnerable adult” as a person who is aged 18 and over and:

- Receiving social care service
- Receiving health service care
- Living in sheltered accommodation
- Detained in custody or under a probation order
- Requiring assistance in the conduct of his/her affairs
- Receiving a service or participating in an activity targeted at older people, people with disabilities (learning or physical) or with physical or mental health conditions.

This definition can include participants **whose particular circumstances make them vulnerable** for example because they are leaving (or recently left) care, they have inadequate housing or they are being supported to overcome a dependency on drugs or alcohol.

Four categories of abuse:

- **Physical abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a student. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student. (This used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

- **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a student such as to cause severe and persistent adverse effects on the student’s emotional development. It may involve conveying to a student that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the student opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a student’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the student participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing students frequently

to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a student, although it may occur alone.

- **Sexual abuse**

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student is aware of what is happening. The activities may involve physical contact, 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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other students.

- **Neglect**

Neglect is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. 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 student from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a student's basic emotional needs.

Definitions taken from *Keeping Children Safe in Education* 2016.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a student has been inadequately supervised. The identification of physical signs is complicated, as students may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding Lead (DSL).

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.

A student who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm

- frequently miss college, (**if you notice the student is missing without explanation or you know they are travelling to a regional zone of concern for an extended period please alert the attendance office and safeguarding team as this may need to be reported to the local authority**) or arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new ‘friends’

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Police and/or Social Services to decide how to proceed.

It is very important that you report your concerns – you do not need ‘absolute proof’ that the student is at risk.

Referral to children’s social care

There will be a referral to children’s social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student and the parents will be told that a referral is being made, unless to do so would increase the risk to the student. Legally, any member of staff may make a direct referral to children’s social care if they genuinely believe independent action is necessary to protect the student. However we would prefer referrals to be made to the DSL or Deputy DSL so that the student and issues are known.

Definitions of different forms of abuse

- **Bullying including cyberbullying** – Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical; tutors and staff have to make their own judgements about each specific case. See separate policy. See also DFE Guidance, <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- **Child sexual exploitation (CSE)** – is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or ‘grooming’ process involves befriending students, gaining their trust, and often offering them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim’s options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual.

See: <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

• **Domestic violence** - any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

See <https://www.gov.uk/domestic-violence-and-abuse#domestic-violence-and-abusenew-Definition>

• **Drugs** – this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (“legal highs”) and volatile substances. See separate policy and DFE guidance, <https://www.gov.uk/government/publications/drugs-advice-for-schools>

• **Exploitation** shall include, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

See: <https://www.gov.uk/government/publications/safeguarding-children-who-mayhave-been-trafficked-practice-guidance>

• **Fabricated or induced illness** - The fabrication or induction of illness in students by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy, Factitious Illness by Proxy, or Illness Induction syndrome. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

See guidance at: <https://www.gov.uk/government/publications/safeguarding-children-inwhom-illness-is-fabricated-or-induced>

• **Faith abuse** – is the mistreatment of a person by someone in a position of spiritual authority, resulting in diminishing that person’s sense of wellbeing and growth—both spiritually and emotionally. It is also defined as the use of spiritual authority, by words or actions, to manipulate someone for personal gain or to achieve a personal agenda.

See: <https://www.gov.uk/government/publications/national-action-plan-to-tackle-childabuse-linked-to-faith-or-belief>

• **Female genital mutilation** (FGM, female circumcision) – is defined by The World Health Organisation as: "all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons" (WHO, 1996). The Female Genital Mutilation Act 2003 states that it is illegal in the UK to subject a student to female genital mutilation or to take a student abroad to undergo FGM. In England, Wales and Northern Ireland all forms of FGM are illegal. A student for whom FGM is planned is at risk of significant harm through physical/emotional and sexual abuse.

See: <https://www.gov.uk/government/publications/female-genital-mutilation-multiagency-practice-guidelines>

• **Forced marriage** - A forced marriage is one that is entered into without the person’s free and full consent. Whilst the majority of extended visits to family overseas are for valid reasons, every year at least

250 UK residents are forced into a marriage against their will, often by violence, coercion or emotional blackmail. Unlike arranged marriages, where the bride and groom both freely consent to the marriage, forced marriages do not give the bride or groom any choice. Forced marriage is a violation of human rights. Students may be at risk of violence, harassment from family / community members, and 'home policing' where it is deemed their behaviour has/may have 'shamed' the family. The types of behaviour which can precipitate this and may also be key motives for forcing the student into marriage are:

- Protecting 'family honour' or 'izzat'.
- Responding to peer group or family pressure.
- Attempting to strengthen family links.
- Financial gain or ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas or perceived misguided religious ideals.
- Ensuring care for a young person or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role.
- Assisting claims for residence and citizenship
- Long standing family commitments

See: <https://www.gov.uk/forced-marriage>

- **Gangs and youth violence** – refers to group violence, often in the community. An organised criminal group is a group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most, however, crime is their 'occupation'. These groups operate almost exclusively in the grey and illegal marketplace where market transactions are totally unregulated by the law. A gang is a relatively durable group who have a collective identity and meet frequently. They are predominantly street-based groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A peer group is a relatively small, unorganised and transient group composed of peers who share the same space and a common history. Involvement in crime will be mostly be non-serious in nature and not integral to the identity of the group. (Adapted from Hallsworth S and Young T (2004) *Getting Real About Gangs*. Criminal Justice Matters (55) 12-13) Dealing with gang or youth violence issues in an area of shared responsibility for all partner agencies, such as the police, youth offending teams, other local authority teams or the voluntary and community sector.

See DFE advice: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf

- **Gender-based violence/violence against women and girls** – Gender-based violence involves men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm. The most pervasive form of gender-based violence is abuse of a woman by intimate male partners. Gender-based violence includes: battering, intimate partner violence (including marital rape, sexual violence, and dowry/bride price-related violence), feticide, sexual abuse of female children in the household, honour crimes, early marriage, forced marriage, female genital mutilation (FGM)/cutting and other traditional practices harmful to women, sexual harassment and intimidation at work, in school and elsewhere, commercial sexual exploitation, and trafficking of girls and women.

See: <https://www.gov.uk/government/policies/ending-violence-against-women-and-girlsin-the-uk>

- **Honour based violence** - is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community.

- **Mental health** – the College recognises that there a number of mental health conditions which make studying difficult, and may have safeguarding implications, eg Anorexia nervosa, OCD, psychosis etc. We will work with students with all conditions, having requested information regarding these conditions before interview, at interview and enrolment. We will work with the relevant health professionals and take account of government guidance.

See: <https://www.gov.uk/government/publications/the-mental-health-strategy-forengland>

• **Private fostering-** A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a student by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt, or a friend of the family, the parent of a friend of the student, or someone previously unknown to the student's family who is willing to privately foster a student. The private foster carer becomes responsible for providing the day to day care of the student in a way which will promote and safeguard his/her welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered student remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of young people who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. The College will inform the local authority where we become aware of such arrangements.

See: <https://www.gov.uk/government/publications/children-act-1989-private-fostering>

• **Self-harm** - is when someone deliberately hurts or injures themselves. This can take a number of forms including:

- cutting or burning - the most common forms of self-harm.
- taking overdoses of tablets or medicines.
- hitting themselves.
- throwing their bodies against something.
- pulling out their hair or eyelashes.
- scratching, picking or tearing at their skin causing sores and scarring.
- inhaling or sniffing harmful substances.
- swallowing things that are not edible.
- inserting objects into their bodies.

Some young people self-harm on a regular basis while others do it just once or a few times. For some people it is part of coping with a specific problem and they stop once the problem is resolved. Other people self-harm for years whenever certain kinds of pressures or feelings arise. A few people who self-harm may go on to commit suicide - generally this is not what they intend to do. In fact, self-harm can be seen as the opposite of suicide as it is often a way of coping with life rather than of giving up on it. Self-harm comes under the more general category of "physical abuse". If others know about the activity and do nothing, the issue of "neglect" may also be relevant.

• **Sexting – (Peer on Peer abuse):** The exchange of sexual messages or images and the creating, sharing and forwarding of sexually suggestive naked or almost naked images through mobile phones and/or the internet. See: <http://ceop.police.uk/>

• **Teenage relationship abuse** - is a type of intimate partner violence. It occurs between two teenagers in a close relationship. It can be physical, emotional or sexual.

- Physical — occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- Psychological/Emotional — threatening a partner or harming his or her sense of self-worth. Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- Sexual — forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumours if a partner refuses to have sex.
- Stalking — refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim

See: <https://www.gov.uk/government/collections/this-is-abuse-campaign>

• **Trafficking** - Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

PREVENT

The PREVENT strategy is part of the British counter-terrorism strategy, CONTEST. The aim of the PREVENT strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on us to have "due regard to the need to prevent people from being drawn into terrorism".

If there are concerns that a student is becoming radicalised or attempting to radicalise others this must be reported to the DSL Rebecca Sharp (the College's Specific Point of Contact for Prevent referrals) immediately and in her absence, the Deputy DSL.

There are three main objectives:

1. Terrorist ideas should be identified and challenged
2. Vulnerable people should be supported and protected from becoming terrorists or supporting terrorism
3. Communities, institutions and the Government should all work together to tackle the problem of extremism.

See <https://www.gov.uk/government/publications/prevent-duty-guidance>.

• **Radicalisation and extremism**: – is the process whereby people are drawn into terrorist-related activity. The Government describes extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of the British armed forces. (From the PREVENT Guidance)The College will collaborate with all statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. We will follow the PREVENT strategy and intervene early to protect and divert people away from the risk they face before illegality occurs. We will challenge any ideology that supports terrorism; protecting vulnerable individuals; and support sectors and institutions where there is a risk of radicalisation.

As yet, there has been no clear link or exact course identified for someone becoming radicalised. This creates a sense that it could happen to anyone which in turn, increases the fear of radicalisation. What we do know is that the main risk factor identified in victims is vulnerability.

Those who are most vulnerable are (but not limited to):

- Younger people from age 13 upwards
- Those experiencing an identify or personal crisis
- Individuals with feelings of un-met aspirations or a sense of injustice
- People with a need for excitement or adventure
- Pre-existing conviction that their religion or culture is under threat
- Individuals who feel socially isolated, and possibly suffering from depression
- Those who have a history of criminal behaviour

Some potential indicators:

- Change in appearance
- Search for answers – faith, identity and belonging
- Desire for excitement/adventure
- Desire to enhance self esteem
- Sense of grievance triggered by personal experience of racism/discrimination/aspects of Government policy and so on
- Isolated from peers, associates with only one group of people
- Withdrawal from family members
- Additional vulnerability risk factors: special educational needs, mental health issues, alcohol and drug use.

Some potential warning signs:

- Graffiti, symbols or artwork promoting extremist messages
- Accessing extremist material online
- Changes in behaviour, friendship and actions
- Young people voicing opinions drawn from extremist ideologies or narratives
- Use of extremist or hate terms to exclude others or incite violence.

People who are at risk of being drawn into terrorist activity can be supported through the Channel process which involves several agencies working together to give individuals access to services such as health and education, specialist monitoring and diversionary activities.

College regulations regarding use of IT are included in the IT policy. Internet usage in the College is monitored and any concerns raised through safeguarding.

There is an external speakers' policy which must be followed when a guest speaker is invited into the College premises.

If you find that a student is taking time off e.g. 5 days or more without explanation, please refer this to the DSL, Rebecca Sharp or Deputy DSL Ally Hillier.

See <https://www.gov.uk/government/publications/prevent-strategy-2011> and <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>.

Appendix 2: Dealing with disclosure of abuse and procedure for reporting concerns

If a young person tells a member of staff about possible abuse, the member of staff should:

- Listen carefully and stay calm.
- Not interview the young person, but question normally and without pressure, in order to be sure that you understand what the child is telling you.
- Not put words into the young person's mouth.
- Reassure the young person that by telling you, they have done the right thing.
- Inform the young person that you must pass the information on, but that only those that need to know about it will be told. Inform them of those to whom you will report the matter.
- Note the main points carefully using the logging concern form (located in Woodle/safeguarding) where possible.
- Make a detailed note of the date, time, place, what the young person said and did, and your questions, etc.

Staff should not investigate concerns or allegations themselves, but should report them immediately to the designated persons. In his/her absence, referral should be made to any member of the senior leadership team.

A full record will be made as soon as possible of the nature of the allegation and any relevant information. A standard logging concern form will be used – see Appendix 3.

The report will be signed, dated and a copy stored in a secure place by the designated persons. No other records should be kept, and any other notes taken should be destroyed.

Initial discussions will take place between the designated persons and the young person to determine what is appropriate in terms of communication with the young person's family. Students of 16 or over are usually considered to be sufficiently competent to participate in making informed judgements about family involvement, although their views should always be tested against advice given by the statutory agencies.

The designated persons will telephone and report the matter to the local social services department's duty social worker. The telephone report will be confirmed in writing to local social services within 24 hours.

The College will then take advice from the appropriate MASH team as to the most appropriate action to take with the young person whilst on College premises and in respect of inter-agency referral or police involvement. Social services will take responsibility for the actions that are required to protect the child that fall outside the College's remit.

Safeguarding Aide Memoire

Safeguarding and Child Protection Guidance for new Tutors

You have been given a copy of Safeguarding policy. Please read this document carefully.

You will be given further training and more documents but today we will focus on the basic steps we expect you to take if confronted with a Safeguarding situation.

Legislative framework:

Section 175 (maintained schools) or Section 157 (independent schools and academies) of the Education Act 2002.

The Children Act 1989 states that the child's welfare is paramount and safeguarding and promoting it is our priority.

The Children Act 2004 sets out a duty for the Local Authorities to work closely with those providing services to children and young people.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

- Framework for the Assessment of Children in Need and their Families, 2000
- Dealing with Allegations of Abuse against Teachers and Other Staff, 2012
- Working Together to Safeguard Children, 2013
- Keeping Children Safe in Education, 2016

Staff Responsibilities

We will focus on:

1. **PREVENTION** (positive and safe environment, careful and vigilant teaching, accessible support to students and being good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection / safeguarding concerns).
3. **SUPPORT** (to students, staff and children who may have been abused or have been affected by the abuse of others).

Important Principles

- The welfare of the child is paramount and young people are entitled to protection from abuse and exploitation.
- Any allegations of abuse, or suspicions of abuse, need to be taken seriously, and handled in a sensitive manner.
- Individual members of staff must never deal with child abuse disclosures (or suspicions) in isolation, and must always refer the matter to the Director of Student Services or a member of the Designated Child Protection /Safeguarding Team.
- College staff **must not** carry out investigations or decide whether a student has been abused.
- Information must be strictly limited to those who need to know. Young people have a right to confidentiality and respect for their own decisions and preferences.

However, no member of staff should guarantee 'total confidentiality' in matters of child protection; sometimes the best interests of the child can override the principle of confidentiality. A young person can be assured that communication regarding the case will be kept to the minimum on a 'need to know' basis.

- Young people have a right to be kept fully informed about what is happening to them and their families.
- The College believes that its students have a right to make important decisions about their own lives.

Therefore there are occasions where an instant response may not be in the best interests of the young people concerned, so it is important to apply the guidelines with sensitivity to the individual circumstances of the student and their family.

Specific Student Cohorts

Looked After Children (LAC) and Care Leavers

Students who are in care or are leaving care are a particularly vulnerable cohort and need to be identified, monitored and supported through their time at the College. See Kellie Sayers regarding any queries or for a student or further information to be added to the Educational and Medical Needs list (Eds & Meds). The ALS team and Safeguarding team must be contacted if a student is found to be a carer or young parent who has not yet been identified as such.

Young Carers/Young Parents/Living Independently

Young Carers and young parents may need extra support to ensure they have equal access to education. Kellie Sayers (ext 265) and ALS and Safeguarding teams will take responsibility for collating any information about the support and monitoring of these students. The ALS team must be contacted if a student is found to be a carer or young parent who has not yet been identified/recorded as such.

Transitioning/Transgender students

All genders and transgender staff and students may need extra support before, during or post-transition. The safeguarding team is on hand to assist. In addition, Woodhouse College has a thriving student group called Spectrum which is led by Mx Finn (ext 205) and welcomes students of all backgrounds and genders for peer activities and support. They produced an excellent tutorial for students and staff and presented it to all staff in the summer term of 2016 before it was rolled out to all students.

Steps to Safeguarding

How to respond to a student who needs Safeguarding help i.e. alleges that they have been abused

Important: Take immediate action if the student requires first aid or medical attention. This must take priority over reporting of concerns.

If you do hear any allegations, the most important thing is to take them seriously and listen carefully to what the student says, using the following guidelines:

Listen – write – refer

Step 1: You must not promise confidentiality

Listen carefully and stay calm. Do not interview the person but engage normally and without pressure. Ensure that the student understands that you cannot promise absolute confidentiality because the situation may develop in a way which means that this promise cannot be honoured. Explain that if you believe a young person under 18 is in danger you have to report the risk to the Director of Student Services or a member of the College Designated Safeguarding/Child Protection Team.

Step 2a: Student does not wish to continue

If, on hearing this, the young person does not wish to continue, or if you do not feel comfortable listening to the young person, you should offer the following options:

- refer them/take them to their tutor
- refer/take them to the Director of Student Services or a member of the Designated Child Protection Team
- refer/take them to the College counsellor

Offer access to a privately located telephone and/or computer for confidential advice and support. Give the student relevant addresses and telephone numbers. Assure the student that you and any of the staff mentioned above are willing to listen to them at any time in the future if they change their mind.

NB: the telephone numbers are also useful for staff wanting confidential, anonymous advice.

Step 2b: Student wishes to continue – use open questions

If the young person trusts you and wishes to continue:

- keep questions to a minimum – just enough to understand what is being alleged. This is very important;
- avoid leading questions (e.g. did she hit you?). They can cause problems in later police investigations. Open questions, like “and what happened next?” are better, because they encourage a response, but don’t put words into the person’s mouth;
- suspend your own judgment – remember that you are **not** investigating the matter;
- inform the young person of the actions that will follow your conversation and assure them that they will be kept informed of all developments.

Step 3: Make accurate notes using the logging concerns form to help you (if accessible at the time - in the safeguarding policy and on Woodle/safeguarding)

Make a brief note of any allegations with:

- the names of any people who are present during the disclosure;
- the date and time of the conversation, and a brief outline of what may have happened, when, and to whom (remember siblings under 18 may be involved and at risk too);
- a brief description of any injuries which are visible or alleged;
- the young person’s preferred action.

Step 4: Contact the Director of Student Services or member of the Safeguarding/Child Protection Team

Contact the Director of Student Services or a member of the Safeguarding/Child Protection Team as soon as possible to describe the situation. Unless there are exceptional circumstances, this will normally be on the same day. Respect confidentiality and do not discuss the disclosure with anyone other than the Designated Safeguarding Lead (DSL) or Deputy and those on a need to know basis who need to be involved. The Safeguarding team will decide on the action to be taken and the referrals to other agencies will usually be made by the DSL or Deputy.

Step 5: Referral decision taken

The Director of Student Services then takes responsibility for deciding whether to refer the student to Children's Social Care, MASH (Multi Agency Safeguarding Hub) and/or the Local Safeguarding Team. The decision must be explained to the student and, ideally, the student's agreement obtained and recorded.

Remember that all you have heard can only be discussed with the Director for Student Services or members of the College Child Protection Team. However, if you find the disclosure to be particularly distressing, you can get information about accessing counselling services from the HR Officer Lydia Antoni or see your Guide given to you at Induction by the College.

Summary: Listen – Write – Refer

How to respond to an allegation of abuse by a member of staff

See p7 of current Safeguarding Policy

If a student discloses alleged abuse by a member of the College staff, you must immediately:

1. Report the matter yourself to the Director of Student Services or a member of the Senior Leadership Team (SLT)

and

2. Refer the student to the Director of Student Services or in her absence, a member of the designated team.

3. If the allegation concerns the Director of Student Services or a member of the Child Protection Team, you must report the matter to the Principal or Vice Principal. If the allegation involves the Vice Principal, inform the Principal, if the Principal is accused, then Delia Goldring, the Safeguarding Governor should receive the allegation.

4. Inform the student that allegations of abuse have to be passed on to the Director of Student Services or a member of SLT. Remember that all you have heard can only be discussed with the Director of Student Services or the member of the SLT.

Referral to outside agencies

- The Director of Student Services will consider the reported allegations and may informally seek advice from Children's Social Care via MASH (Multi Agency Safeguarding Hub) before making a decision as to whether to formally report the allegation. In the event of a decision to report, the Director of Student Services will make sure that the student is aware of the proposed action and the reasons for this decision. Ideally this should happen before the appropriate agency is informed and be with the agreement of the young person, unless doing so would place the young person at greater risk.

- The Director of Student Services will contact the appropriate Advice Officer at the relevant Borough Children's Social Care department. Children's Social Care will then conduct a risk assessment which may involve the appropriate outside agencies.

Students who are 18 or over

- If the young person is 18 or over there are not the same statutory responsibilities as they are adults. However, you may wish to use the above procedure as a guideline for ensuring that you maintain good practice.

NB: It may be that an adult student discloses previous abuse or abuse to younger siblings; in this case it is important that the above guidelines are followed. Additionally, some adult students, particularly those with learning difficulties, may be regarded as 'vulnerable' and therefore will be subject to the same regulations as children.

The Safeguarding Team contact details:

Rebecca Sharp	Designated Safeguarding Lead	Ext 254 (Student Services) rsharp@woodhouse.ac.uk
Ally Hillier	Deputy DSL	Ext 200 (Main reception) ahillier@woodhouse.ac.uk
Kandy Siriwardana	Watkin Counsellor	kandysw@rephaelhouse.org.uk
Jimmy Campbell	Senior Tutor	260/220 (Student Services) jcampbell@woodhouse.ac.uk
Steve Dobson	Senior Tutor	223/205 (Year one office/Maths dept) sdobson@woodhouse.ac.uk
Zoe Micklewright	Senior Tutor	223/269 (Year one office/English dept) zmicklewright@woodhouse.ac.uk
Catherine Snoad	Senior Tutor	260/275 (Year two office/Classics) csnoad@woodhouse.ac.uk
Kelly Sayers	Additional Learning Support Co-ordinator	265 (North wing learning zone) ksayers@woodhouse.ac.uk

Safeguarding Governor Delia Goldring safeguardinggovernor@woodhouse.ac.uk

Useful Contacts:

- 1. Professional Helpline – Multi Agency Safeguarding Hub 020 8359 4066**
- 2. Childline:** 0800 1111 www.childline.org.uk
- 3. NSPCC: concerns about child safety:** 0808 800 5000 help@nspcc.org.uk or www.nspcc.org.uk/helpline
Call the NSPCC Whistleblowing Advice Line 0800 028 0285 Free & Anonymous
- 4. To report FGM Female Genital Mutilation** – all qualified teachers have a duty to report firstly to the police on 101. Please also advise the College's safeguarding team.
- 5. Samaritans:** 0116 123 jo@samaritans.org
- 6. WDP Barnet YPDAS** (to report drugs and alcohol misuse and seek help)
Tel: 0300 303 3169
Fax: 0333 344 3036
Email: barnetyoungpeople@wdp.org.uk
Address: WDP Barnet YPDAS, Ground Floor, Dennis Scott Unit, Edgware Community Hospital, Burnt Oak Broadway, Edgware HA8 0AD

Crisis/Emergency safeguarding situations between 8.30 -5pm

Life threatening situation or emergency referrals which require an immediate response to do an individual suffering or at risk of suffering significant harm:

- Ambulance and/or police (9-for an outside line) + 999 (post code of the College: N12 9EY)
- DSL: Rebecca Sharp (254), Deputy SL: Ally Hillier (200) or member of SLT
- If the referral involves a Looked after Child (LAC) contact the Care Coordinator through Kellie Sayers (265).

Non-Life threatening but serious incidents

- DSL: Rebecca Sharp (254) and/or Deputy SL: Ally Hillier (200) or any member of the safeguarding team or SLT.

Out of Hours Emergency Safeguarding situations

- Ambulance and/or police (9-for an outside line) + 999 (post code of the College: N12 9EY) or 101 non-emergency.
- NSPCC Helpline (Children under 19) 01924 326097/01924 326076/ 01924 431429 If a child, young person or vulnerable adult is being abused or mistreated or you have concerns about a child, young person or vulnerable adult's well-being.

Or

- Barnet **Emergency Duty Team** (EDT) number is: 020 8359 4066
You need to contact the student's local borough's EDT so make sure you check the home address of the student before you make the call.
- Multi Agency Safeguarding Hub (MASH) Team.

Multi-Agency Safeguarding Hub (MASH)

Borough of Barnet

Tel: 020 8359 4066

FAX: 0871 594 8766

Email: mash@barnet.gov.uk

Borough of Enfield

Tel: 0208 379 5555

For out of hours emergencies call the duty officer on 020 8379 1000.

www.enfieldsb.org

(For adults)

Tel: 020 8379 3196

Tel out of hours: 020 8379 5212

TheMashTeam@enfield.gov.uk

Borough of Haringey

Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm

Tel: 020 8489 4470

Out of office hours, including weekends

Tel: 020 8489 0000

Borough of Brent

Tel: 020 8937 4300

If you are calling outside normal office hours (9am - 5pm) please call our emergency duty team on: 020 8863 5250.

Borough of Islington

Tel: 020 7527 7400 for advice between 9am and 5pm Monday to Friday.

Outside of these hours, contact the Emergency Duty Team for urgent matters on 020 7527 0992.

Borough of Hackney

If you have safeguarding concerns about a child who lives in Hackney you can contact the First Response Team directly during office hours 9-5 Monday-Friday except Bank Holidays.

Tel: 020 8356 5500

Borough of Camden

MASH team:

9th Floor, 5 St Pancras Square, London, N1C 4AG

Tel: 020 7974 3317 (9am to 5pm) Out of Hours Tel: 020 7974 4444

Email: LBCMASHadmin@camden.gov.uk Secure Email: LBCMASHadmin@camden.gov.uk.cjism.net

Appendix 3: Logging a concern form

Logging a concern about a young person's safety and welfare

Part 1 (for use by any staff)

Student's name: Borough they live in:	Date of birth: Personal Tutor: Senior Tutor
Date and time of incident:	Date and time (of writing):
Name of staff member completing the form: Signature Print	
Job title:	
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a young person use their words)? Where? When (date and time of incident)? Any witnesses?	
What is the student's account/perspective?	
Professional opinion where relevant	
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.	
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.	
PLEASE ADD BODY MAPS WHERE RELEVANT (Woodle/Safeguarding)	

Check to make sure your report is clear to someone else reading it. Please pass this form to your Designated Safeguarding Lead via the safeguarding@woodhouse.ac.uk email.

Body Map Guidance for Colleges

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or college take photographic evidence of any injuries or marks to a young person's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or young person's social worker if already an open case to social care.**

When you notice an injury to a young person, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the young person feel hot?
- Does the young person feel pain?
- Has the young person's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the student's concern/confidential file.

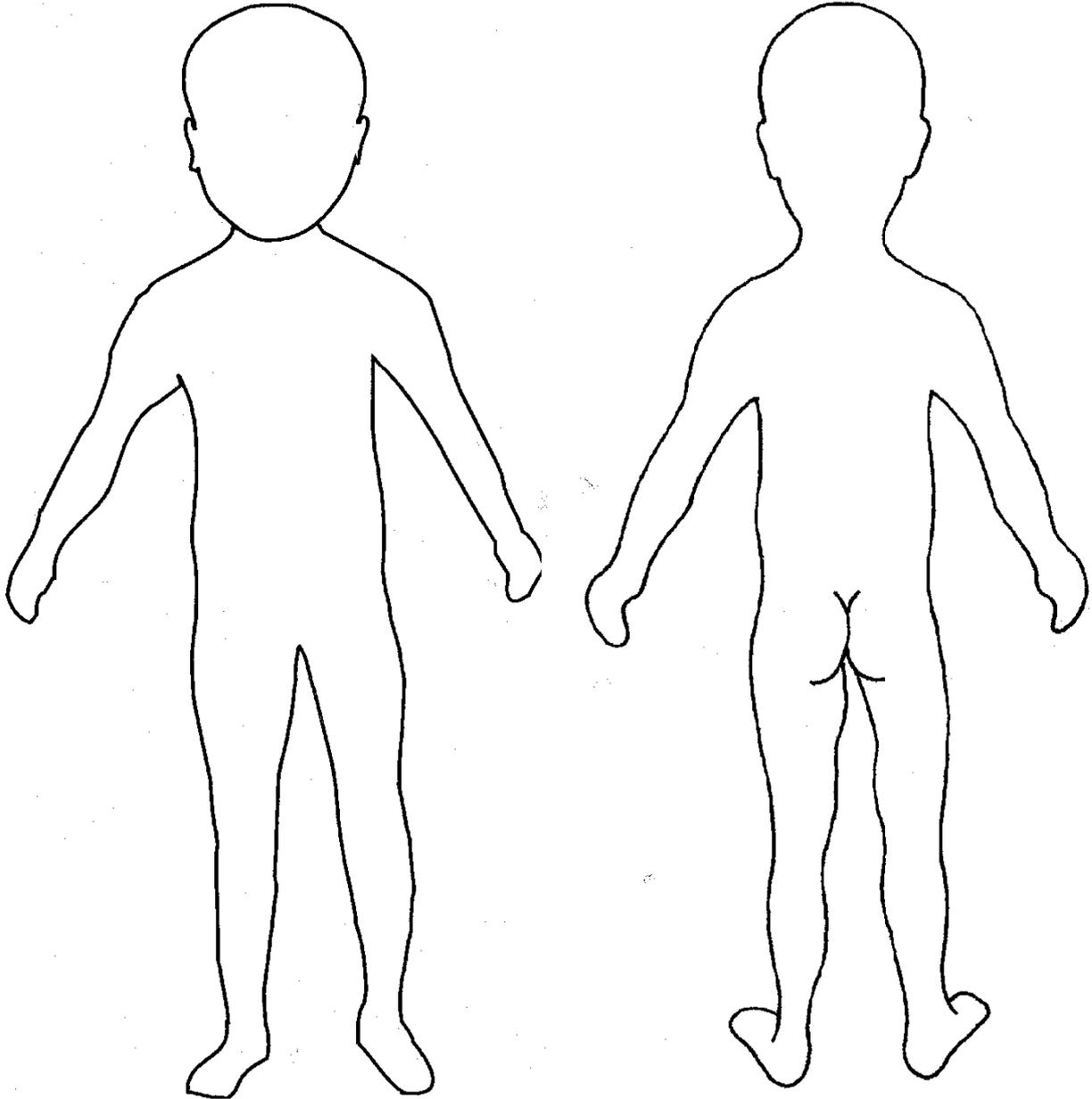
BODYMAP

(This must be completed at time of observation)

Name of Student: _____ Date of Birth: _____

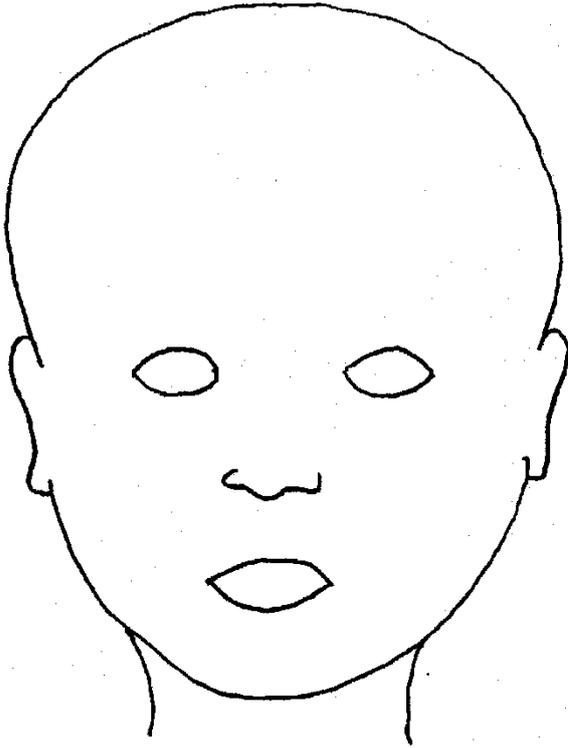
Name of Staff: _____ Job title: _____

Date and time of observation: _____

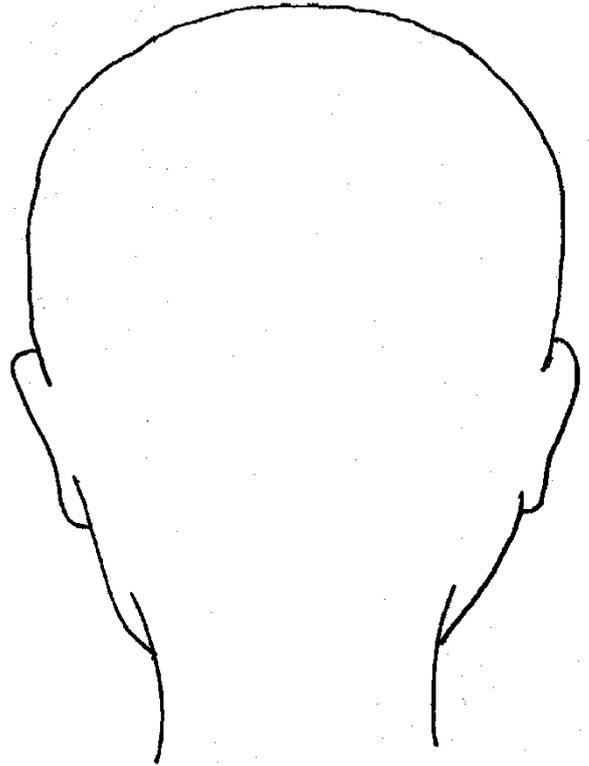


Name of student: _____

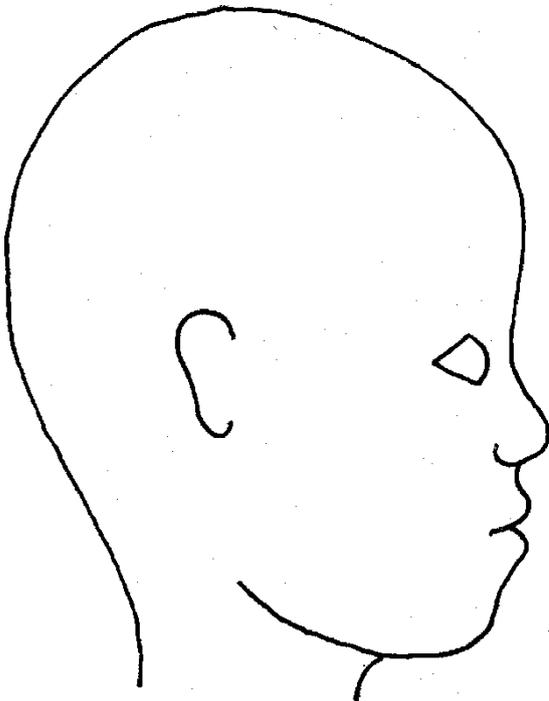
Date and time of observation: _____



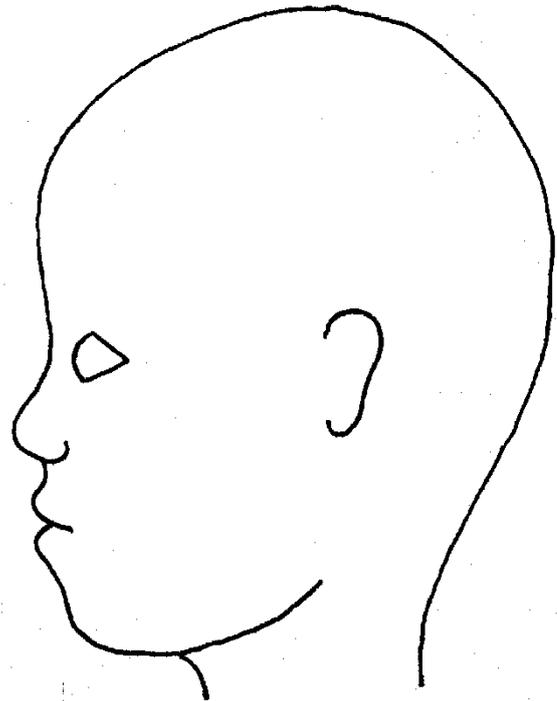
FRONT



BACK



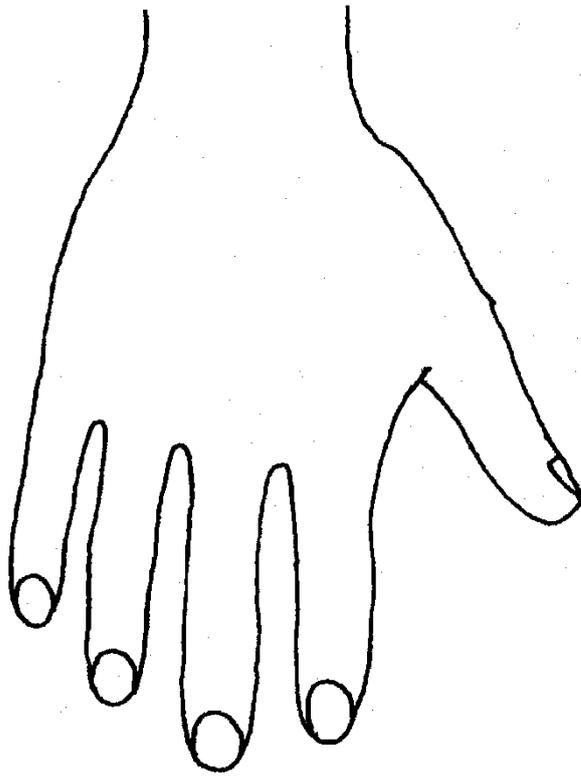
RIGHT



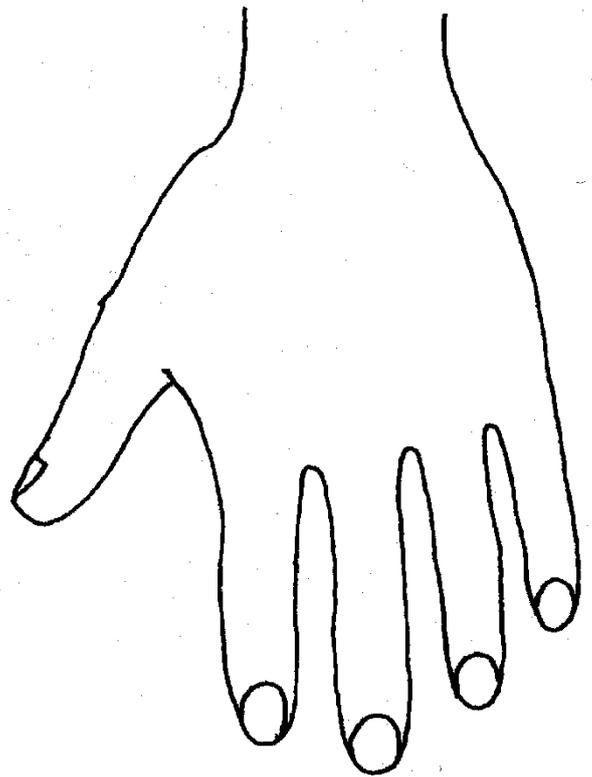
LEFT

Name of student: _____

Date and time of observation: _____



R



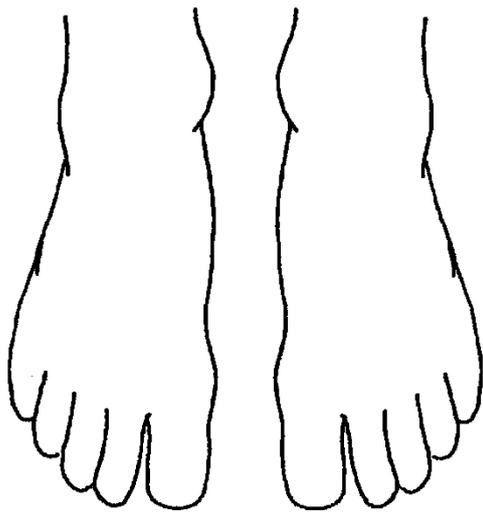
L

BACK

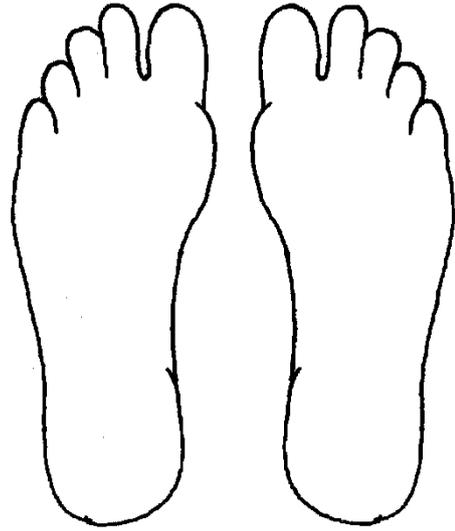


Name of Student:

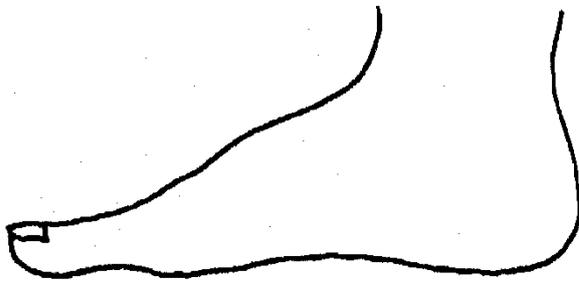
Date and time of
observation:



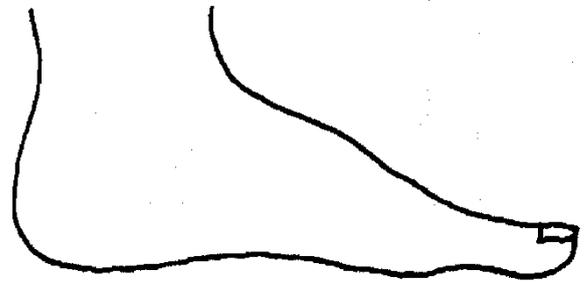
R TOP L



R BOTTOM L

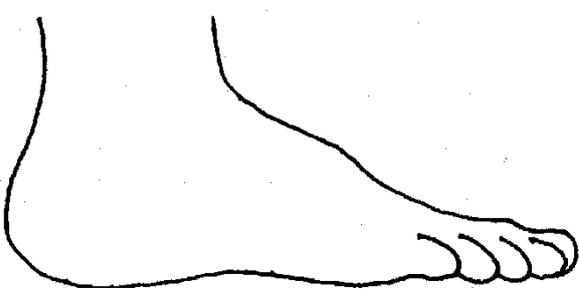


R



L

INNER



R



L

OUTER

Printed Name,
Signature and Job
title of staff:

Appendix 4: Process for Dealing with Allegations against Staff (Including the Principal), Volunteers and other Adults who are in Contact with Children in the College

References to staff in this process include all staff employed at the College, including part-time staff, contractors, volunteers and casual staff. These procedures should be followed in all cases in which there is an allegation or suspicion that a person working or who is in contact with young persons has:

- Behaved in a way that has harmed a young person, or may have harmed a young person.
- Possibly committed a criminal offence against or related to a young person; or
- Otherwise behaved towards a young person in a way that indicates s/he is unsuitable to work with young persons.

Relevant documents:

- DfES/2044/2005: Dealing with Allegations of Abuse against Teachers and other staff.
- The Sexual Offences Act 2003, which makes it an offence for a person over 18 to have a sexual relationship with a child under 18 where the person is in a position of trust (e.g. teacher or any civilian or MOD personnel assisting with college activities), even if the relationship is consensual.

The College understands that it has a duty towards its employees to treat them in a fair and reasonable manner at all times, including if an allegation has been made against them. Consideration will be given to the kind of support for those members of staff against whom an allegation of abuse has been made.

1. Reporting Adult

Any individual staff, volunteer or other adult should write a dated and timed note of what has been disclosed or noticed, said or done, and report immediately to the Principal (or Vice-Principal if the Principal is unavailable) and pass on the written record. If the allegation is against the Principal, the report should go to the Vice-Principal to pass on to the Chair of Governors who will take responsibility.

2. Principal

If there is no written record, the Principal should write a dated and timed note of what has been disclosed or noticed, said or done. The Principal should notify the Designated Governor on the same day. The Principal may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

Copies of the documents concerning the allegation must be sent to the Local Authority Designated Officer (LADO) on the same day. The LADO will advise the Principal if s/he needs to report to any other relevant agency.

3. Allegation against the Principal

In the case of an allegation against the Principal, the Chair of Governors should refer the allegation to the Designated Governor. The Designated Governor should write a dated and timed note of what has been disclosed or noticed, said or done, if there is no written record, and notify the LADO on the same day. The Designated Governor should not undertake an investigation.

4. Initial Action

Discussion involving the Principal, representatives of the governing body (including the Designated Governor), and other relevant senior staff should take place. This is to:

- Share what information is available, both from the source of the allegation and also from any Human Resources and Child Protection files.
- Identify what other information might be needed.
- Come to a view on the seriousness of the allegation.
- Consider whether the alleged perpetrator should continue working or remain in contact with children.
- Consider whether suspension is appropriate.
- Decide what information and/or advice is to be given to the Principal (or Designated Governor if the allegation is about the Principal), including whether the member of staff should be informed of the allegation at this stage.
- Decide what action is needed, and who needs to be involved and informed.

5. Strategy Meeting

If the parties involved in these discussions consider it necessary, a strategy meeting should be arranged, usually by Social Services, involving representatives from the LADO, the Police and the College.

6. Courses of Action

From the above discussions, there are three possible courses of action:

- It may be the subject of a Police and/or joint Police and Social Services investigation and possible action through the courts; or
- It may be the subject of a disciplinary investigation; or
- The matter may be remitted to the College to be dealt with.

If Social Services and the Police decide to take no action the College will still need to consider further investigation. If there is a case to answer, a disciplinary hearing will be called which could lead to dismissal.

7. Cases Subject to Police Investigation

If the initial action discussions and/or Strategy Meeting conclude that a Police or Police/Social Services investigation is required, then the College will cooperate with any subsequent investigation and/or prosecution.

Following any trial, the Police will provide a report to the LADO and in the case of an acquittal will provide all relevant information they have. The LADO may require the formulation of a Casework Monitoring Group which will then:

- Share what information is available from the Police.
- Identify what other information might be needed.
- Come to a view on what advice should be given to the College regarding a course of action.
- Consider again whether the alleged perpetrator should be in post.
- Pass the case to the College.

The senior manager with responsibility for human resources will discuss the information with the Principal (or the Designated Governor if the information is about the Principal) to help decide whether a further investigation is needed and a disciplinary hearing, usually within three working days.

8. Where a Disciplinary Investigation is required

The investigation should be conducted following the procedures set out in the College's Disciplinary Procedure. This may be under the provisions for investigating gross misconduct.

9. Where the Matter is remitted to the College

To resolve appropriate action, it is expected that initial action will be taken usually within three working days.

10. Records

All records and documents about individual allegations against staff and volunteers should be kept securely by the Principal (or the Designated Governor if it involves the Principal), separate from normal staff and child records, and with access limited to officers who may be key workers for cases. Where the Principal or Designated Governor leaves their post, the chair of Governors should ensure that these records are passed on to their successor.

Where there have been concerns about a member of staff and he/she leaves the College to work elsewhere, the Principal (or the Designated Governor if it involves the Principal) will consider the question of passing the concerns to the new employer/authority.

The College must report to the DfE within one month any person whose services are no longer used because he or she was considered unsuitable to work with children. For each allegation, a DfE form must be completed and submitted to the DfE at the end of the academic year (anonymised data). If on the conclusion of a case the College ceases to use the person's services, or the person ceases to provide his/her services, the College should consult the LADO about whether a referral to the DfE is required.

Appendix 5: Other Relevant Policies and Documentation

Other relevant College policies and documentation that apply and impact upon Safeguarding are as listed below.

1. Complaints Procedure
2. College Disciplinary Procedure
3. Student Harassment Policy
4. Student Code of Conduct
5. Equality and Diversity Policy
6. Health and Safety Policies & Procedures
7. Risk Assessment documentation, including visits and trips
8. Student Diary
9. Staff Handbook
10. Policy for Recruitment and Selection of Staff
11. Prevent Strategy

Appendix 6: Designated Persons

Rebecca Sharp	Designated Safeguarding Lead	Ext 254 (Student Services) rsharp@woodhouse.ac.uk
Ally Hillier	Deputy DSL	Ext 200 (Main reception) ahillier@woodhouse.ac.uk
Kandy Siriwardana	Watkin Counsellor	kandysw@rephaelhouse.org.uk
Jimmy Campbell	Senior Tutor	260/220 (Student Services) jcampbell@woodhouse.ac.uk
Steve Dobson	Senior Tutor	223/205 (Year one office/Maths dept) sdobson@woodhouse.ac.uk
Zoe Micklewright	Senior Tutor	223/269 (Year one office/English dept) zmicklewright@woodhouse.ac.uk
Catherine Snoad	Senior Tutor	260/275 (Year two office/Classics) csnoad@woodhouse.ac.uk
Kelly Sayers	Additional Learning Support Co-ordinator	265 (North wing learning zone) ksayers@woodhouse.ac.uk

The Designated Governor is Delia Goldring, email safeguardinggovernor@woodhouse.ac.uk

Appendix 7: Acronyms

Association of Colleges (AoC)
Disclosure and Barring Services (DBS)
Department for Education (DfE)
Department of Health (DoH)
Local Authority (LA)
Local Authority Designated Officer (LADO)
Local Safeguarding Children Boards (LSCBs)
London Borough of Barnet (LBB)
Sixth Form Colleges' Association (SFCA)
MASH (Multi Agency Safeguarding Hub)

Appendix 8: Risk assessment / checklist form

Woodhouse College is committed to Safeguarding. Any member of staff responsible for or supervising a member of staff, mentor, volunteer or any other person working at the College or visiting must ensure the following form is completed and logged with the HR department.

For completion by staff liaison:

Name of person:	
Name of staff liaison:	
Nature of work:	
Will the person be supervised or non-supervised?	
Dates/times of work:	

For completion by HR Department:

Check carried out	Date	Signature	Comments
Existing enhanced DBS in place?			
Barred List check (List 99)			
CV supplied / application form supplied?			
Referees' names and contact details supplied?			
Emergency contact details supplied?			
Photo ID check / employment checks?			

In order for the named person to commence work prior to the vetting check being signed off as complete, the following provisions must be in place:

- Person must be in a supervised capacity if no existing or recent DBS check / barred list check available and approved by HR
- Person must sign in as a visitor and wear a visitor badge at all times (if not an employee)
- Person must have limited access to IT systems

To be completed by staff liaison:

I confirm that I can take responsibility for ensuring that the above person is supervised under the conditions which are stated above until I receive confirmation from HR that all vetting checks are complete.

Name: _____

Signature: _____

Date: _____

To be completed by HR Manager:

Having considered the above information, I confirm that this person **should/should not** be allowed to work on the College premises until their vetting check is complete. **(Please delete as appropriate)**

Name: _____

Signature: _____

Date: _____

Follow-up Action Points

Date	Notes	Initials