

Woodhouse College Safeguarding Policy

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Introduction

Students at Woodhouse College are between the ages of 16 and 19. Students who are under the age of 18 are legally classed as children, and those aged 18 are legally classed as adults. The College has a duty of care to all students, and we will be alert to all possible forms of abuse, and will not discount any allegation. Safeguarding includes any action taken to protect the general welfare of any student, regardless of their age.

Students under 18

Students who are aged 16 or 17 are classed as children in the eyes of the law. In safeguarding terms, a child under 18 may be identified as requiring 'early help' which involves providing support as soon as a problem emerges, to prevent the problem escalating or reaching crisis point. Providing early help is more effective in promoting the welfare of children than reacting later. In some cases, a child under 18 may be deemed 'a child in need' who requires provision of local authority services (section 17 of the Children Act 1989); or they may need 'child protection' if there is reasonable cause to suspect they are suffering or likely to suffer significant harm (section 47 of the Children Act 1989).

Adult students aged 18 and 19

An adult at risk of abuse or neglect (formerly referred to as a vulnerable adult) is defined as someone who has needs for care and support, who is experiencing or at risk of abuse or neglect, and as a result of their care needs - is unable to protect themselves (The Care Act 2014). Safeguarding includes making sure that adults at risk are protected from different types of abuse (including self-neglect, domestic abuse, exploitation, discrimination, physical, financial, sexual, emotional and organisational abuse, neglect and modern slavery).

Legal context:

Keeping Children Safe in Education (Department of Education 2016) Every staff member is required to read Part 1 and Annexe A of this document, which gives statutory guidance for schools and colleges. The document is available on Woodle / Staff area / Safeguarding / Safeguarding policies.

Working Together to Safeguard Children (2015) One of the key principles of this statutory guidance is that safeguarding is everyone's responsibility.

Section 26 of the Counter Terrorism and Security Act (2015) The safeguarding of our students and staff is closely allied with the national 'Prevent' agenda. The Prevent Duty requires us to have "due regard to the need to prevent people from being drawn into terrorism".

- **Female Genital Mutilation Act (2003) and Serious Crime Act (2015)**
- **The Care Act (2014)**
- **Dealing with Allegations of Abuse against Teachers and Other Staff (2012)**
- **The Safeguarding Vulnerable Groups Act (2006)**
- **The Sexual Offences Act (2003)**
- **Education Act (2002)**
- **Children Act (1989)**

Supporting Vulnerable Students

Staff must be mindful of safeguarding vulnerable student cohorts in the college:

Looked After Children (LAC) / Care Leavers / Living independently / Young Carers / Young Parents

These students are a particularly vulnerable cohort and need to be identified, monitored and supported through their time at the college. The Safeguarding Team will take responsibility for collating any information about the support and monitoring of these students, and Progress Managers will assist students with applications for free school meals and bursaries.

Transitioning / Transgender students

Transgender students, and those who are transitioning from male-to-female or female-to-male may need extra support before, during or post transition. The safeguarding Team is on hand to assist. The college has a thriving LGBTQA+ Society called Spectrum which is led by students, who meet for weekly discussions, attend events, and work on awareness raising campaigns and resources.

Designated Safeguarding Staff

Woodhouse College has designated staff with particular responsibilities for safeguarding, including a Safeguarding Governor, Safeguarding Officer and Deputy Safeguarding Officer.

- **Safeguarding Governor: Delia Goldring**
- **Safeguarding Officer: Lucy Tobin Howard**
- **Deputy Safeguarding Officer: Ally Hillier**
- **Our Safeguarding Team: we have a dedicated team of 11 members of staff (on site) who are trained to level 3 in safeguarding**

Safeguarding Governor	Delia Goldring	safeguardinggovernor@woodhouse.ac.uk	Extension number
Safeguarding Officer	Lucy Tobin Howard	lthoward@woodhouse.ac.uk	212
Deputy Safeguarding Officer	Ally Hillier	ahillier@woodhouse.ac.uk	200
Vice Principal Senior Leadership Team	Ian Hooper	ihooper@woodhouse.ac.uk	218
Director of Student Services Senior Leadership Team	Olivia Stanton	ostanton@woodhouse.ac.uk	254
4 Senior Tutors	Zoe Micklewright Kevin Lawrence Catherine Snoad Vasy Thiruudaian	zmicklewright@woodhouse.ac.uk klawrence@woodhouse.ac.uk csnoad@woodhouse.ac.uk vthiruudaian@woodhouse.ac.uk	223 223 260 260
Additional Learning Support (ALS) Coordinator	Kelly Sayers	ksayers@woodhouse.ac.uk	265
2 Progress Managers	Sam Evans Lisa Fry	sevans@woodhouse.ac.uk lfry@woodhouse.ac.uk	251 266

Identifying a safeguarding concern

Safeguarding is everyone's responsibility

The College has designated safeguarding staff that have particular responsibilities. However, Working Together to Safeguard Children (March 2015) outlines that safeguarding is everyone's responsibility and everyone who works with children has a responsibility to keep them safe.

Guidance for staff

As a staff member, you are best placed to notice changes in a student's behaviour. You may be the first person who notices that a student is experiencing difficulties or may be at risk of harm. A safeguarding issue can come to your attention in a number of ways; you may witness or observe certain behaviour, or receive a verbal disclosure from a student, or hear something that worries you, or receive an email from a student that concerns you.

Indicators of abuse

The identification of physical signs is complicated, as students may go to great lengths to hide injuries, perhaps because they are ashamed, embarrassed or fearful. For these reasons it is vital that members of staff are also aware of the range of behavioural indicators of abuse. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse; each indicator should be viewed as part of a jigsaw, with each small piece of information helping to build a bigger picture. 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 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 (e.g. 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'

*If you notice a 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.

Managing a verbal disclosure

Explain confidentiality

If a student begins to make a verbal disclosure to you, it is important to explain the confidentiality policy at this point. Make it clear to the student that if they tell you something that really worries you, or makes you feel concerned about their safety and welfare; you will need to share this information with the Safeguarding Team. Ensure that the student understands you cannot promise confidentiality.

Listen

Listen carefully and attentively, to be sure that you understand what the student is telling you. Use gentle probing with open questions (e.g. “what happened next?”) and avoid making assumptions or asking leading questions which put words into the student’s mouth. Do not rush the student, and give them time to open up. If you do hear any allegations, the most important thing is to listen without judgement and take the student seriously. Note: if you find the disclosure to be particularly distressing, all staff can access confidential support from our Employee Assistance Programme (details are available in the Staff Dossier or from Personnel Manager Lydia Antoni).

Express your concerns

Reassure the student that by telling you, they have done the right thing. Show empathy and demonstrate a non-judgemental manner. Be transparent with the student about what your concerns are, and that you will need to share what has been discussed with the College Safeguarding Team. Explain that the Safeguarding Team will consider the student’s circumstances and make a decision about how to help and support them.

Respect the student’s privacy

Young people want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. Please respect the student’s confidentiality by only discussing what you have heard with the Safeguarding Officer or other members of the Safeguarding Team. Sharing information with any staff member outside the Safeguarding Team must only ever be on a strictly ‘need to know’ basis, or with the student’s consent.

Reporting a safeguarding concern

It is essential that you record everything in writing as soon as possible and preferably before the end of the day. Document your concerns on a ‘logging a safeguarding concern form’ (see page 6). This form is located on Moodle / Staff Area / Safeguarding / All Staff Forms. Include as much detail as possible in your documentation and email the completed form to safeguarding@woodhouse.ac.uk

If there is an immediate risk of harm, contact the Safeguarding Officer (Ext 212) or Deputy Safeguarding Officer (Ext 200) immediately and complete your documentation afterwards. Staff should not investigate concerns or allegations themselves, but should report them immediately to the Safeguarding Team. Any staff member can call 999 if there is an immediate risk of harm.

If the student has any visible or alleged injuries, please use the body map to describe these (see appendix 1). Never ask to see injuries that are concealed beneath clothes and do not take a photo. If the student requires first aid or medical attention, this must take priority. To call emergency services dial 9 for an outside line + 999 and give the post code of the College N12 9EY.

Once completed, please send this form to our Designated Safeguarding Officer, Lucy Tobin Howard, and our Safeguarding Team via this one email address: safeguarding@woodhouse.ac.uk

Safeguarding Team action

When a 'logging a safeguarding concern form' is emailed to the Safeguarding Team (safeguarding@woodhouse.ac.uk) it will be received by the Safeguarding Officer, Deputy Safeguarding Officer, Vice Principal and Director of Student Services.

The Safeguarding Officer or Deputy Safeguarding Officer will respond to the safeguarding concern by arranging an initial assessment to explore the concern. A decision will be made to monitor the student's welfare; to refer the student for free counselling with the College counsellor (who works 3 days per week on site); or the Safeguarding Team may signpost / refer the student to an external agency or support service (such as CAMHS, or a Drug and Alcohol Service).

If there is risk of significant harm to a student under 18, advice will be sought from Children's Social Care in the borough where the student resides (see appendix 2 for contact details of Children's Social Care in different boroughs).

In the event of a decision to make a referral, the Safeguarding Team will try to ensure that the student is aware of the proposed action and the reasons for this decision. Ideally, the student's agreement should be obtained and recorded. However, when there is a risk of significant harm to a student under 18, although it is good practice to make a referral with the student's knowledge, it can be done either with or without their consent. Social Care should acknowledge any referral within one working day.

Legally, any staff member can make a referral to Social Care. However, the College prefers for referrals to be made by the Safeguarding Officer or Deputy Safeguarding Officer. If neither is available, any member of the College Safeguarding Team can take responsibility for making the referral. (Note exception: if a student currently under the age of 18 discloses they have experienced FGM, the individual staff member would have a legal personal duty to call the police via 101).

Keeping records

Every concern about a student, even concerns that do not lead to a referral, will be kept on record in the student's confidential file, within the safeguarding drive. Access to the safeguarding drive is limited to members of the Safeguarding Team. Safeguarding records should be reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of concerns about any individuals and ensuring these are acted upon.

Parental involvement

It will be determined what is appropriate in terms of communication with the student's family. The College will always encourage any student to confide in their parent(s) about any safeguarding concerns, and the student's decision will usually be respected. It is assumed that students who are aged 16 will have capacity and competency to consent to decisions about their care, without parental involvement, and to participate in making informed judgements about family involvement.

In some circumstances, a student's views about not informing their parent(s) will be tested against advice given by statutory agencies. If a student is known to be feeling actively suicidal, parents will always be informed. If a student is subject to FGM, domestic violence or honour based violence, parents will not be informed if it will put the student at further risk of harm. The College will take advice from Social Care or Police in such cases, regarding sharing information with parents.

Awareness of abuse

It is mandatory for every staff member at Woodhouse College to complete Safeguarding Level 1 training every 3 years. Members of the Safeguarding Team have Level 3 training every 3 years. It is essential that every individual staff member has a basic awareness of the 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)

Awareness of specific safeguarding issues

It is important that all staff have a basic awareness of specific safeguarding issues which are described here. Each and every staff member has a responsibility to help identify students who are experiencing safeguarding issues, and a duty of care to ensure that these concerns are reported to the Safeguarding Team, so the student can receive appropriate support.

It is the responsibility of staff to report their concerns; not to investigate or decide whether a student has been abused. You do not need 'absolute proof' that a student is at risk. If you have any concerns about a student, or a member of the college community, and you have reason to suspect this may be a safeguarding issue, you must always share this information by reporting it to the college Safeguarding Team. No single professional can have a full picture of a student's needs and circumstances, and if students and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Always maintain a professional curiosity, which means looking beyond a student's educational needs and being alert to underlying safeguarding issues.

- **Bullying including cyber bullying** - Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice, for example on grounds of race, religion, gender, sexual orientation, or perceived differences between students. Cyber bullying takes place online. Stopping violence and ensuring immediate physical safety is a priority, as is protecting against damaging emotional bullying. Staff members have to make their own judgements about each specific case. Please see Woodhouse College's bullying and harassment policy.

- **Child sexual exploitation (CSE)** - is a type of sexual abuse where a young person under 18 is coerced or forced into sexual activity. The manipulation or 'grooming' process initially involves befriending (or targeting) a young person under 18, either in person or online. Trust is built, and often gifts are bought for the young person so that they feel cared for and believe that the abuser is their friend, or that they are in a loving and consensual relationship. In time, after being groomed, the young person is coerced or forced into sexual activity which may include humiliating, degrading or violent acts. CSE is defined by exchange; the young person receives gifts, money, alcohol, affection, drugs, accommodation, friendship, or status in return for sexual activity. Often the victim does not recognize they are being exploited. CSE can occur online, with a young person befriended and then coerced into sending sexually explicit images via a webcam or smart phone. The abuser may threaten to forward these images to family and friends, unless further images or payment are sent.

The following vulnerabilities can be a risk factor: a history of abuse, recent bereavement or loss, being a young carer, having links to gang members, low self-esteem, difficulties at home, being in or leaving care, having a disability. Children under 18 who go missing are known to be at risk of CSE. Possible indicators that a young person is being sexually exploited include going missing, having unexplained gifts, associations with gang members, mood swings, sexually transmitted infections or pregnancy, inappropriate sexualised behaviour, drug and alcohol misuse.

- **Domestic abuse or violence** - is controlling, coercive, threatening behaviour by a partner, ex-partner, or family member that makes a person frightened and fearful. It can be a one-off incident, or a pattern of ongoing incidents. Domestic violence includes FGM, honour based violence, stalking, and forced marriage. Domestic abuse can be physical, psychological, sexual, financial or emotional. To gain a further understanding of domestic abuse behaviours please search online for the Power and Control Wheel. If a child under 18 is exposed to domestic violence in the home, this must be reported to Social Care (even if they do not witness violence, they will still be impacted by either sensing or hearing it). Intervention is needed to stop the abuse or violence intensifying and escalating. Risk of harm can be higher if there is a pregnant woman (risk to the woman and unborn baby), a baby under the age of one, a disabled child under 18, or a person without mental capacity in the home; or when there are substance misuse and mental health issues in addition to domestic violence (known as a toxic trio).

- **Drugs** - If a student is misusing drugs or alcohol, they may present as intoxicated, lacking in focus or motivation, or there may be an odour of cannabis or alcohol. The College has links with a local young people's drug and alcohol service, which offers one-to-one confidential support to any student who wishes to address, reduce or stop their misuse.

- **Exploitation** - This is the deliberate manipulation and maltreatment of another person. It can include sexual exploitation, human trafficking, forced labour and slavery.

- **Fabricated or induced illness** - This is a form of child abuse (formerly referred to as Munchausen Syndrome by Proxy) where a parent or carer deliberately exaggerates or causes symptoms of illness in a child. A parent or carer may fabricate signs, symptoms and past medical history; or falsify hospital charts, records, letters, documents and specimens; or induce illness by a variety of means.

- **Faith abuse** - This is the mistreatment of a person by someone who claims a spiritual authority, and can include practices around 'spirit possession' and 'witchcraft'. A child may be accused of being a 'witch' or 'possessed by an evil spirit' and subsequently blamed for occurrences. For example, they may be treated as a scapegoat for financial difficulties at home, a disability, behavioural problems or illness. The abuser may attempt to 'exorcise' the victim of 'evil forces' via physical abuse. Victims of faith abuse can experience sexual, physical and psychological abuse or neglect, and may present as very withdrawn, distressed, with little sense of self-worth.

- **Female genital mutilation (FGM)** - This is a form of child abuse and violence against women. It involves the partial or total removal of the external female genitalia, or other injury to the female genital organs, for non-medical reasons. FGM is practised in up to 42 African countries, in parts of the Middle East and Asia, and it's estimated that over 20,000 girls are at risk of FGM in the UK. It is mostly carried out on girls between the ages of 5 and 8, but can be carried out during adolescence. The procedure is often conducted by an older female relative, who may come to visit the child in the UK, or whilst the child visits her family's country of origin (often during a summer holiday period). Other terms may be used to describe FGM such as 'sunna' or 'cut' or 'a special occasion to become a woman'. FGM causes significant psychological damage and a range of harmful long term physical complications. It is a serious criminal offence to carry out FGM in the UK, or to assist FGM being carried out on a UK resident overseas (Female Genital Mutilation Act 2003) and carries a penalty of up to 14 years in prison. It should be noted that FGM includes genital piercing on under 18s.

If a student who is currently aged 16 or 17 discloses they have already had FGM, the staff member has a legal and personal duty to report this crime immediately to police via 101 (FGM Act 2003 and Serious Crime Act 2015). If the student is aged 18 or 19, this duty does not apply, though the Safeguarding Team will offer support and ascertain whether any other children in the family

(younger sisters, nieces or cousins) may be at risk. If somebody else (e.g. a friend or parent) discloses that a student under 18 has already had FGM, a referral to Social Care will be made. If a student is deemed to be at risk of FGM, Social Care will be contacted or the police via 999 if risk is imminent.

• **Forced marriage** - A forced marriage is one that is entered into without a student's free and full consent. It is not the same as an arranged marriage; where both partners aged 16 or older freely consent. A female or male can be forced into marriage by parents, other relatives or a religious leader; with coercion, emotional blackmail (e.g. being told they will bring shame on the family or be disowned by the family), threats or physical violence. Every year at least 250 UK residents are forced into a marriage against their will. Motivations behind forced marriage include:

- Protecting 'family honour'
- Financial gain - ensuring land, property and wealth remain within the family
- Wanting to follow misguided cultural, traditional or religious ideals
- Ensuring future care for a bride or groom who has special needs
- Assisting claims for residence and citizenship
- To conceal a child's true sexuality
- To stop relationships or sex occurring outside marriage

Forced marriage is a crime and a violation of human rights, regardless of cultural expectations, and it is illegal in the UK. Taking someone overseas to force them to marry (whether or not the forced marriage takes place), or marrying someone who lacks the mental capacity to consent to the marriage (for example a student with learning difficulties, whether they're pressured to or not) carries a sentence of up to seven years in prison. If a student is at risk of forced marriage, staff will seek advice from the Forced Marriage Unit or call 999 if the risk is imminent.

• **Gangs and youth violence** - A gang is a street-based group of young people for whom criminal activity and violence is integral to their identity. Possible risk factors include offending behaviour (such as robbery, buying or selling cannabis, possessing a knife or weapon), difficulties at home and going missing, having associations with gang members (e.g. a friend or older sibling is already involved in a gang), or living in an area of deprivation. Students who become involved in gang activity may be attracted to a sense of belonging, excitement, power, protection and status. However, they will be vulnerable to witnessing and experiencing intimidation, violence (e.g. stabbings), emotional and physical harm; both from the gang they become affiliated with and also as a result of conflict with rival gangs. Female students who become involved in gangs may initially be groomed and eventually become victims of sexual exploitation and sexual violence (sexual assault or rape, sometimes by multiple perpetrators) and/or coerced into criminal activity (such as robbery, carrying drugs or weapons).

• **Honour based abuse or violence** - Honour based abuse or violence is carried out to protect or defend the 'honour' of a family or community. Victims are often females who are punished for 'bringing shame' on the family (for example, by dating a partner from a different culture, having an interfaith relationship, wearing certain clothes, becoming immersed in western culture, becoming pregnant outside marriage, rejecting an arranged or forced marriage). Males can be victims too (if, as an example, they identify as homosexual or gay). Honour based violence is a form of domestic violence; it is often carried out or arranged by male family members with the support of female relatives. It can include crimes such as forced marriage, FGM, and violence including murder (known as 'honour killings').

• **Mental health** - there are a number of mental health conditions (for example, depression, anxiety disorders, eating disorders, personality and mood disorders) which can at times make studying difficult, and may have safeguarding implications (a student may disclose suicidal thoughts or self-

harming behaviour). Some students disclose mental health difficulties at enrolment which allows the College to support them from the beginning. The College offers free counselling to all students, and the Safeguarding Team can make referrals to mental health support services as and when needed.

- **Missing** - Students aged 16 are of compulsory school age. Children under 18 who go missing are known to be at risk of child sexual exploitation. If a student is deemed to be missing for an extended period without explanation, the Safeguarding Team can share information with the local authority.

- **Private fostering** - This is when a child under 16 years old is looked after, for 28 days or more, by someone who is not their parent, step-parent, legal guardian, grandparent, sibling, biological aunt or uncle. The college does not have students under 16, but if a student under 18 has a disability and is being privately fostered for 28 days or more, by law this arrangement must be registered with Children's Social Care. A Social Worker would carry out an assessment to ensure the young person is being well cared for and offer support to the carer.

- **Preventing radicalisation** - PREVENT is part of the British counter-terrorism strategy (CONTEST). 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". This is the Prevent Duty. Extremism and radicalization are safeguarding issues for children and adults:

Extremism 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. A student may be exposed to far-right extremist views or Islamic extremist views. People who hold extremist views can be violent or non-violent; they may or may not participate in terrorist activity. The concern would be if a student with extremist views acts or intends to act in a way that harms themselves or other people, or if their mental health is being affected in a negative way.

Radicalisation is the process whereby a person is 'groomed' into adopting extremist ideologies and supporting terrorist-related activity. Radicalization can sometimes occur online, through the use of social media and the internet, with exposure to extremist material and propaganda that can seem seductive. Or a person can be groomed face-to-face by someone known to them who is targeting and influencing them. Some young people may be more vulnerable to radicalization due to personal circumstances, and they can be recruited into criminal activity, terrorist organizations, or even joining conflict zones abroad. Radicalization is a safeguarding matter. If a child under 18 is being radicalized, they are deemed to be in need and at risk of harm (Working Together to Safeguard Children 2015). A young person aged 18 or older would also need to be offered support, in case they put themselves or somebody else in danger. This is because extremism and radicalization can lead to terrorist activity.

The influence of positive, protective factors can give a young person resilience to reject extremist ideology. We can try to build students' resilience to radicalisation by promoting fundamental British values, and creating a safe space to challenge extremist views.

There is no single way of identifying a student who is susceptible to extremism and radicalization. Students may be vulnerable if they are:

- experiencing an identity crisis, seeking a sense of belonging
- experiencing feelings of unmet aspirations or a sense of injustice
- desiring excitement, adventure and a sense of danger
- holding a pre-existing conviction that their religion or culture is under threat
- feeling socially isolated, possibly suffering from depression
- experiencing loss, bereavement, family breakdown

- experiencing discrimination, inequality, a sense of grievance
- in contact with a family member or friend who holds extremist views / is already radicalised
- already involved in criminal activity
- with special educational needs, mental health issues, alcohol or drug misuse

A student with extremist views may seek to hide these views, or they may be open about their views. As with managing other safeguarding risks, staff must be alert to changes in a student's behaviour. Some potential indicators may include:

- a change in dress, friendship group, behaviour, beliefs
- secretive use of social media
- advocating extremist messages, and holding onto these views when challenged
- becoming isolated from friends or family
- graffiti, symbols or artwork promoting extremist messages
- accessing extremist material online
- voicing extremist views or support for extremist ideologies
- expressing intolerant views and disrespect towards those who share a different religious or political view
- use of extremist or hate terms to exclude others or incite violence
- glorifying or sympathising with acts of terrorism

Identifying young people who are being radicalised and taking steps to protect them is essential safeguarding work. The Prevent Duty urges us to safeguard students from extremism and radicalisation, in the same way that we would safeguard students experiencing, for example, domestic violence or sexual abuse. There are three main objectives to the Prevent Strategy: terrorist ideas should be identified and challenged, vulnerable students should be supported and protected, and we should all work together to tackle the problem of radicalisation.

•**Self-harm** - is when a student deliberately hurts or injures themselves. Self-harming behaviour may include:

- cutting or burning (the most common forms of self-harm)
- taking an overdose of tablets or medicines
- hitting oneself or throwing the body against something
- pulling out hair or eyelashes
- scratching, picking or tearing at the skin
- inhaling or sniffing harmful substances
- swallowing things that are not edible
- inserting objects into the body

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for a young person to release overwhelming emotions. Some young people self-harm on a regular basis, while others self-harm just once or several times. Sometimes self-harming is a way of releasing tension and coping with a specific problem, but once that problem passes the self-harming stops. Sometimes self-harming behaviour can continue for years as a way of coping with stresses, pressures and overwhelming feelings. Self-harm can also be used as self-punishment or to gain a sense of control. The physical pain caused by self-harming can be a temporary distraction from feeling emotional pain, though it can bring on feelings of guilt, shame or self-loathing afterwards. It is important to explore the problems that make a young person want to hurt themselves and offer support.

- **Sexting** - This is the sending and receiving of sexually explicit pictures, text messages or videos, either via mobile phones or the internet. The creating, sharing and forwarding of such images may be done in a consensual way between friends or partners who want to express their sexuality. However, it is illegal if anyone under the age of 18 is involved, and this includes taking or sharing 'selfies' that are nude or 'underwear shots'. The law aims to protect young people from feeling pressurized or coerced into sending sexual images. It is also illegal for a sexual image of an adult student aged 18 or 19 to be shared without their consent. The college can support and safeguard students affected by sexting.
- **Teenage relationship abuse** - This is when controlling and abusive behaviour occurs between two students who are in a close, intimate relationship. There may be physical violence (pinching, hitting, pushing, shoving, slapping, punching, kicking); controlling behaviours (checking a partner's phone and emails, telling them what to wear, dictating who they can or cannot speak to, checking up on a partner all the time, keeping them away from friends and family); emotional and verbal abuse (making threats, belittling, name calling, shaming, bullying); sexual abuse (sexual assault, rape, not respecting the concept of consent within a sexual relationship, threatening to spread rumours if a partner refuses to have sex, or pressurizing a partner to engage in sexting); stalking (a pattern of harassment causing fear in the victim). All of these behaviours are abusive and harmful.
- **Trafficking** - Child trafficking involves the recruitment and transportation of a child into the UK from abroad, or from one part of the UK to another. A child may be trafficked for sexual exploitation, forced marriage, forced labour, criminal activity or domestic servitude (e.g. excessive levels of household chores or caring for younger children). Unaccompanied migrant or asylum seeking children who go missing could potentially be victims of trafficking. Traffickers may use grooming techniques to gain the trust of a child, and may even promise the child's family a better life or education in another place. A child may be trafficked by an individual, a family member, or a network of traffickers. Child trafficking is the movement of a child for the purpose of exploitation, and it is a criminal offence under Modern Slavery legislation.
- **Violence against women and girls (VAWG)** - This is violence directed specifically against females, and it can occur within an intimate relationship or within the family or community. VAWG includes: domestic abuse and violence, intimate partner violence (including marital rape, sexual violence, and dowry related violence), honour based violence (including FGM and forced marriage), stalking, gang-related violence, sexual abuse of female children in the household, and trafficking of girls and women. Men and boys can also be victims of gender based violence and abuse.

Important safeguarding principles

The welfare of any student is paramount; young people are entitled to protection from abuse and exploitation. Always maintain a professional curiosity, which means looking beyond a student's educational needs and being alert to underlying safeguarding issues. 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; they must always share information with, and refer the matter to, the Safeguarding Team. Early help is vital to avoid a situation escalating or reaching crisis point, so it is important to respond and offer support promptly. No member of staff should guarantee 'total confidentiality' in matters of safeguarding; the best interests of a student can override the principle of confidentiality. A young person can be assured that communication regarding the case will be kept to a minimum, on a strictly 'need to know' basis. Young people have a right to be kept fully informed about what is happening to them and their families, and 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 person

concerned, so it is important to apply the guidelines with sensitivity to the individual circumstances of the student and their family.

Managing allegations against staff

Guidance for staff

References to 'staff' in this process include all part-time and full-time staff employed at the College, all senior management, teachers, contractors, volunteers, casual staff, agency staff, paid or unpaid.

It is an offence for an adult aged 18 or older to have a sexual relationship with a child under 18 where the person is in a position of trust even if the relationship is consensual. This applies to all staff working at Woodhouse College (The Sexual Offences Act 2003).

It is unethical for any staff member to have a relationship with an adult student who is aged 18 or 19. Staff should act towards all students as 'in loco parentis' or as a reasonable parent. Staff should take care to behave with professionalism in dealings with students, and should not be friends or followers of students on social media, offer private tuition, or offer to give a student a lift in their car. In summary, staff should avoid putting themselves or students in a potentially vulnerable situation. Please refer to the staff code of conduct (see appendix 3 for other relevant policies).

These procedures should be followed in all cases where there is an allegation or a suspicion that a staff member has:

- Behaved towards a young person in a way that indicates s/he is unsuitable to work with young persons
- 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

These criteria relate to behaviour that takes place either on College grounds or off College grounds. Any allegation that meets one of these criteria must be reported to the Designated Officer (formerly known as the Local Authority Designated Officer or LADO) via the MASH (Multi Agency Safeguarding Hub) within one working day.

Reporting a concern or allegation

The person reporting the allegation should write a dated and timed note of what has been disclosed or observed. This written report should be passed immediately to the Principal. Copies of this written report concerning the allegation must be sent to the Designated Officer (DO formerly known as LADO) on the same day. The DO will provide guidance and advise the Principal if the allegation needs to be reported to any other relevant agency.

If the allegation is against the Principal, a written report should go to the Vice-Principal, who will pass this written report to the Chair of Governors and Designated Safeguarding Governor. The Safeguarding Governor must notify the DO (formerly known as LADO) on the same day.

The DO must be notified within one day, and will be involved from the initial phase of the allegation through to the conclusion of the case, providing the College with information, guidance and advice about how best to proceed.

Initial discussion with the Designated Officer (DO formerly known as LADO)

An initial confidential discussion must take place immediately between the DO and the Principal and/or Safeguarding Governor to:

- Share what information is available
- 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 students
- Consider whether suspension is appropriate
- Consider whether the member of staff should be informed of the allegation at this stage
- Agree a course of action and whether Social Care or Police involvement is necessary
- Decide who needs to be involved and informed
- Note: If the allegation is against the Principal, the Vice-Principal will attend this meeting, and information / advice will be received by the Safeguarding Governor.

At this stage, discussion between the DO, the Principal and/or Safeguarding Governor should be confidential, and any other individual staff member(s) should be included in discussions only on a strictly need to know basis, or until an allegation has been substantiated.

The staff member should be informed about the allegation as soon as possible. Efforts should be made to minimise their stress by explaining what will happen next and signposting to support (e.g. staff counselling service, Trade Union, a named colleague to keep in contact with about the progress of the case). However, if it is decided that liaison with Police or Social Care is needed, these agencies should be consulted regarding how much information should be shared with the staff member facing the allegation. The parents/carers of the student should also be informed of the allegation and the outcome, unless the Police or Social Care are involved and advise otherwise. The DO will also advise the College about how best to proceed.

Strategy Meeting

The DO may convene a strategy meeting with Social Care and the Police. This would be appropriate if it is deemed that a student under the age of 18 is suffering or at risk of suffering significant harm, or a criminal offence has taken place. In some cases, the DO may advise the College to take disciplinary action rather than involve the Police or Social Care, depending on the circumstances.

Possible action that can be taken:

- **Police investigation into a possible criminal offence** - the staff member may be cautioned, charged, convicted, or investigated with no action taken.
- **Enquiries and assessment by Children's Social Care** – this will happen if a student under 18 is deemed to be suffering or at risk of suffering significant harm.
- **Disciplinary action by the College** - If an allegation does not involve a criminal offence and the student does not require input or protection from Children's Social Care, the DO may advise the College to follow Disciplinary Procedures (see the College's Disciplinary Procedures Policy). The staff member, student and their parent/carer must be kept informed of the progress and outcome of any disciplinary action, including during any suspension period. At the end of this process the staff member may return to work, be transferred, be dismissed due to gross misconduct, or choose to leave.

Note: The College may choose to suspend a staff member, in which case they should be informed in writing, with a named contact and support provided to them. However, suspension should not be an automatic response to an allegation, or viewed as a disciplinary penalty, and options to avoid suspension should be creatively explored.

Possible outcomes:

Keeping Children Safe in Education outlines four possible outcomes in allegation investigations:

- **Malicious:** there is sufficient evidence to disprove the allegation and a deliberate act to deceive. If an allegation is deemed 'malicious' the case should be resolved within one week and the written record should be removed from the staff member's personnel records. The College should consult Social Care about any student who has made a malicious allegation of abuse, and also consider whether disciplinary action is appropriate for the student who made the allegation (police can be consulted about any non-student who has made a malicious allegation).
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term does not imply guilt or innocence. The College should consult with Social Care about any student who has made an unsubstantiated allegation of abuse.
- **Substantiated:** there is sufficient evidence to prove the allegation.
- **False:** there is sufficient evidence to disprove the allegation.

Records

For all allegation outcomes (excluding malicious ones), records must be kept on the staff member's confidential personnel file, with a copy given to the staff member. Records should include a summary of the allegation, how it was followed up and resolved, actions taken and decisions reached. These records should provide clarification and be retained until the staff member reaches pensionable age (or for 10 years after the allegation). Regarding references, any allegations that are proven to be malicious, false or unsubstantiated should not be included in employer references.

In cases where no further action is needed, the reasons for coming to this decision should be documented in writing. If the staff member facing the allegation declines to co-operate in any investigation, a conclusion should still be reached and the outcome documented. Consideration should be given to what action should follow, in terms of the staff member facing the allegation and the person who made the allegation.

Should the Principal or Safeguarding Governor leave their post, the Chair of Governors should ensure that records relating to allegations about staff are passed on to the successor. Should a member of staff who has had concerns or allegations raised about them leave the College to work elsewhere, the Principal will consider the question of passing the concerns to the new employer/authority. If allegations concerned the Principal, the Safeguarding Governor should consider this.

If a staff member facing an allegation chooses to resign or ceases to provide their services

This outcome must not prevent an allegation being followed up and resolved. 'Compromise agreements' - whereby a person agrees to resign, the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference - must not be used in these cases (NSPCC). The College has a legal duty to make a report to the DBS in substantiated cases where a staff member has harmed, or poses a risk of harm, to a child or vulnerable adult.

Referral to DBS

If an allegation relates to a risk of harm, or actual harm, to a child under 18, a referral should be made to the Disclosure and Barring Service (DBS). Employers in organisations working with children have a legal duty under The Safeguarding Vulnerable Groups Act (SVGA) 2006 (England and Wales) to make a referral to the DBS, in cases where they have dismissed or removed a person from

working with children or vulnerable adults (or may/would have if the person had not left or resigned) because of concerns over their behaviour (NSPCC). There must be procedures in place to make a referral to the DBS if a staff member has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer is a criminal offence (Keeping Children Safe in Education).

Reporting to the NCLT

Allegations of serious misconduct against a teacher must be referred to the National College for Teaching and Leadership (NCTL) in cases where the alleged misconduct is so serious that it warrants a decision on whether the teacher should be prevented from teaching with a prohibition order. Making a referral in cases of serious professional misconduct is a statutory duty. When a teacher is dismissed for serious misconduct, or would have been dismissed had they not resigned, such cases should be referred to both the NCLT and DBS, who will consider both the misconduct and safeguarding aspects of the case.

Reporting to ESFA

The Education and Skills Funding Agency (ESFA) has included new safeguarding clauses in the funding agreements and contracts for 2017 to 2018. The Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. ESFA's role is to provide assurance to the SoS that organizations are taking action to keep all pupils and students safe. The College must report cases where the institution itself, or one of its staff, is subject to a serious safeguarding investigation by the local authority or the police. In such circumstances, the Safeguarding Governor must email: Enquiries.EFA@education.gov.uk. ESFA will need to know the name of the institution, the general nature of the safeguarding incident, and confirmation that a referral has been made and there is a current or pending investigation by the police or local authority.

Resolution

All cases of allegations are expected to be investigated and resolved within one month, or up to three months in some cases, or one year in exceptional circumstances, with ongoing input and guidance from the Designated Officer (DO). It is important for the College to reflect on learning and how to improve safer practice after managing such a case.

Practising safer recruitment

Please also refer to the Recruitment and Selection Policy

Safer recruitment procedures will ensure that every care is taken to see that students are protected from unsuitable people. 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 as is detailed in this policy:

- 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.
- 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 and employment checks (proof of address and eligibility to work in the UK)

Enhanced Disclosure and Barring Service (DBS) checks including barred list checks where appropriate; and where necessary 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.

Single Central Record The College will keep and maintain a single central record (SCR) of all staff (including supply staff and volunteers). This record will include personal data (of internal staff only), details of identity checks, DBS checks, barred list checks (if relevant), prohibition checks, overseas checks where appropriate, any sanctions from member states of the EEA since January 2016 and relevant qualifications where appropriate.

Employment checks will be undertaken to include evidence of a valid UK passport or full UK birth certificate and/or photo card driving licence; a valid EEA passport or EEA national ID card; proof of a national insurance number; evidence of a visa or right to work in the UK documentation from the Home Office if non UK or EU citizen. Copies will be taken and kept in relevant personnel files. The copies will be signed and dated as evidence of having seen the original documents.

Risk assessment Where volunteers, members of external agencies or other people will be working or in contact with students, a risk assessment will be conducted by the Personnel Department in advance, to assess suitability and to confirm their identity. If they will have unsupervised access to students, an enhanced DBS and, where appropriate, a barred list check will be undertaken by the College if they do not already hold a valid DBS certificate. Alternatively, if such personnel are registered with the online DBS update service, an update to their suitability can be accessed through this system, with their permission. The risk assessment will also determine any further safeguards that are required. The standard risk assessment pro forma will be used (see appendix 4).

Visitors will always be escorted on and off the premises and supervised by college staff at all times. DBS checks and identity are evidenced and recorded for all contracted staff such as canteen staff and cleaners on the SCR by the Personnel Department.

Establishing a safe environment

The College aims to establish and maintain an environment where all students and staff feel safe and secure, and this is undertaken with the following measures:

- **eSafe online filtering and monitoring system**
The college has an external monitoring service in place called eSafe, which is designed to help detect potential safeguarding risks. If a student or staff member is using a College computer or laptop, and they type in words that could be perceived as a safeguarding concern, this will be captured and reported by eSafe to the College Safeguarding Team, who will meet with the individual to discuss the circumstances and assess for any safeguarding

risks. The Principal will address any eSafe alerts related to a staff member. ESafe creates a safer environment for students and staff.

- **Internet safety** 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.
- **The Prevent agenda** will inform the protective work we do to safeguard our students, visitors and members of staff.
- **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.
- **Security** of the College site against intruders is a key priority. Measures including CCTV cameras, gates and barriers, identification and access will be kept under continual review.
- **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.
- **Procedures and policies** are in place to minimise bullying and harassment, including online bullying. These will be publicised to students through assemblies, tutorials and student diaries.
- **Equal opportunities and the celebration of diversity** amongst students will be promoted, in order to create an environment of tolerance and respect.
- **Trips and visits will be 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.
- **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.
- **Students can access free counselling** on site with an external counsellor who works 3 days per week at the College. Students can be referred via the Safeguarding Team.
- **A range of welfare services** is provided to students, including a counselling service, support around sexual health and financial issues, and tailored careers guidance.
- **Awareness of safety issues** The College will provide opportunities, through induction and the tutorial curriculum, to develop awareness of how to keep safe (e.g. information on safeguarding, sexual health, online and personal safety).
- **Staff can access confidential counselling** from our Employee Assistance Programme (details are available in the Staff Dossier or from Personnel Manager Officer Lydia Antoni).
- **Safe working practices** will be established through effective induction and risk assessments.
- **The student voice** 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.
- **Surveys** of students will take place regularly to assess the extent to which they feel safe at College.
- **Complaints policy** The College recognises that listening to young people is an important and essential part of safeguarding them against abuse and neglect. We will 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.

- **Induction procedures** will cover how new staff members communicate electronically with students and the 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. Staff will be made aware of the College's safeguarding procedures and the identity of the Safeguarding Officer. All new staff will meet the Safeguarding Officer as part of their induction, in order to ensure that their safeguarding responsibilities are absolutely clear.
- **Safeguarding training for staff:** All staff members undertake Level 1 safeguarding training every three years. Members of the Safeguarding Team undertake Level 3 safeguarding training every 3 years, with annual training updates.
- **Review of any serious or major safeguarding incidents:** Members of the Safeguarding Team and relevant senior staff will meet to reflect on the incident, to review what happened, and identify any learning points, with a view to improving safer practice for the future.

Annual review of safeguarding policy

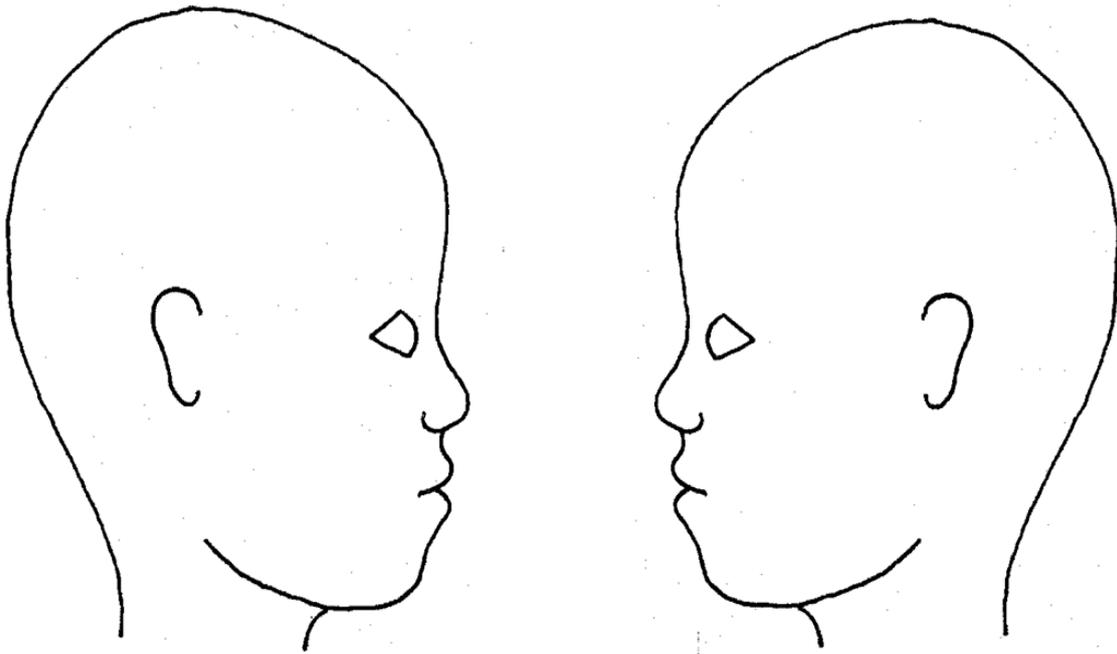
- The Safeguarding Officer and governing body will undertake an annual review of the College safeguarding policy. The College will ensure that its procedures are in line with those set out by Barnet Safeguarding Children Board, and take account of guidance issued by the Department for Education (DfE), government websites, and other relevant safeguarding bodies and communities (such as NSPCC). 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. (See appendix 5 for information on responsibilities of the Safeguarding Team).
- Reviewed November 2017
- Next review November 2018

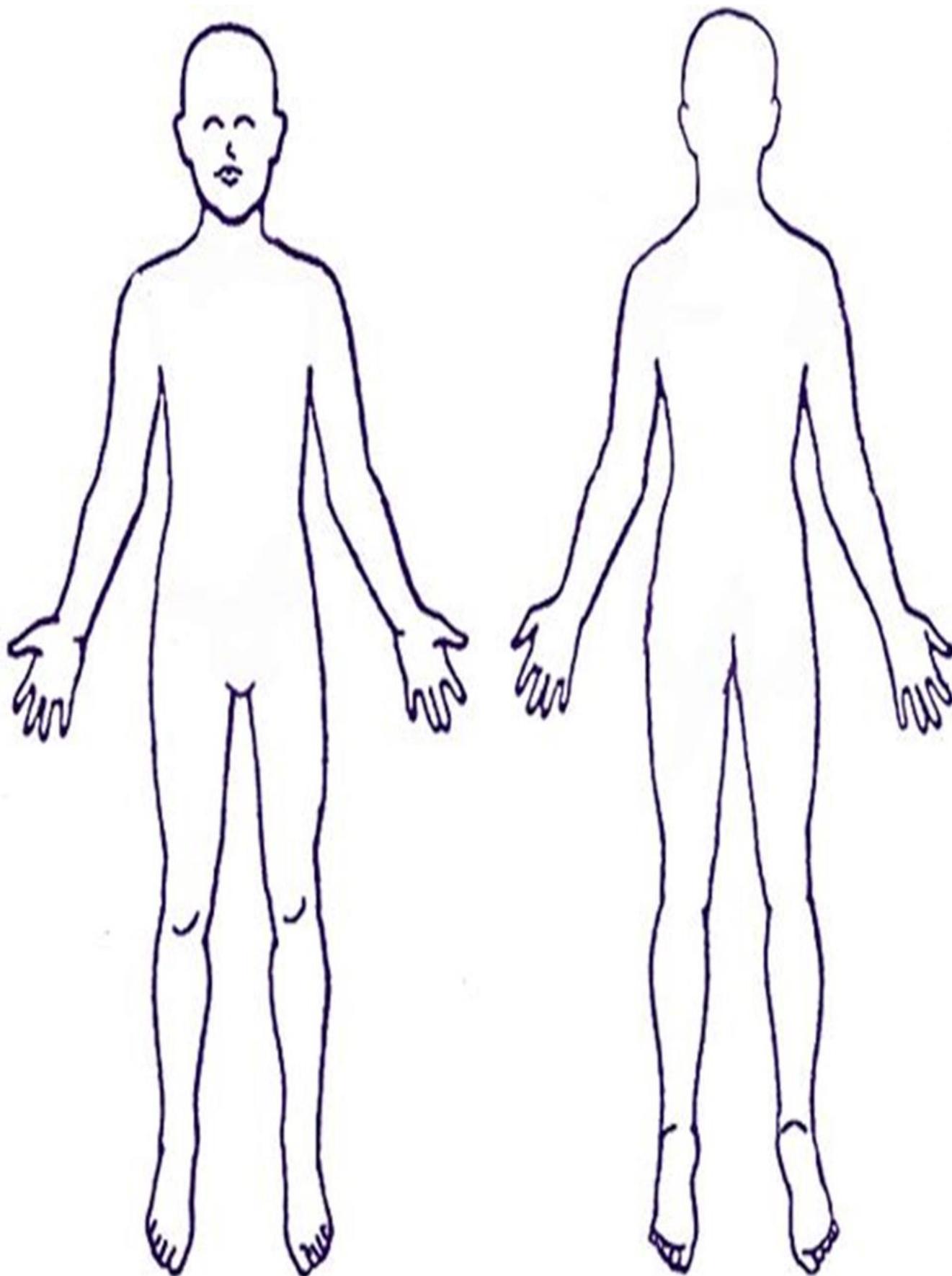
Appendix 1: Body map for reporting injuries

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. An injury may include a red area, swelling, bruising, cuts, wounds, scalds or burns. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. At no time should a member of staff take photographic evidence of any injuries or marks to a student's person, or ask for clothing to be removed in order to see an injury or mark. When you notice an injury to a student, attend to any first aid needs promptly. The college has 10 first aiders. Try to record the following information in respect of each mark identified:

- Exact site of injury on the body (e.g. upper 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 student feel hot?
- Does the student feel pain?
- Has the student's body shape changed or are they holding themselves differently?

It is essential to record the date and time of the observation, as well as your name and role. Add any further comments as required. A copy of the body map should be scanned into the student's confidential file in the safeguarding drive, with a paper copy kept securely.





Appendix 2: Children's Social Care contact details

Borough of Barnet

Multi-Agency Safeguarding Hub (MASH)

Tel: 0208 359 4066

Out of hours: 0208 359 2000

Borough of Brent

Brent Family Front Door

Tel: 0208 937 4300

Out of hours: 0208 863 5250

Borough of Camden

Tel: 0207 974 3317

Out of hours: 0207 974 4444

Borough of Enfield

Tel: 0208 379 2507

Out of hours: 0208 379 1000

Borough of Hackney

First Response Team

Tel: 0208 356 5500

Out of hours: 0208 356 5516

Borough of Haringey

Single Point of Access (SPA)

Tel: 0208 489 4470

Out of hours: 0208 489 0000

Borough of Islington

Children's Services Contact Team (CSCT)

Tel: 0207 527 7400

Out of hours: 0207 226 0992

Appendix 3: Other relevant policies

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

Appendix 4: Risk assessment pro forma

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

Appendix 5: Responsibilities of Safeguarding Team

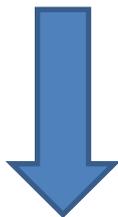
The Safeguarding Team is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with Barnet Safeguarding Children Board (BSCB)
- Making 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.
- Providing advice and support to other staff on issues relating to safeguarding.
- Maintaining confidential records of any safeguarding concerns and /or referrals.
- 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 Local Authority and London SCB 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 safeguarding 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 safeguarding report to the governing body of the College, setting out how the College has discharged its duties, and reporting deficiencies in procedure or policy.
- 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.
- Reviewing the safeguarding policy annually, and ensuring that the governing body reviews the safeguarding policy each year.
- Ensuring that the College has procedures and policies which are consistent with BSCB and legal framework.
- The Safeguarding Officer will attend regular safeguarding training events, networks and conferences.
- The Vice Principal will receive bulletins from the Association of Colleges (AoC) and Sixth Form Colleges Association (SFCA) concerning changes and developments in practice and policy.
- The College will ensure that all members of staff understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the Safeguarding Team.

Appendix 6: Safeguarding flow chart

IDENTIFY

Safeguarding concern

**DOCUMENT**

Complete a logging a safeguarding concern form

Woodle/Staff area/Safeguarding/All staff forms

**REPORT**

Email the logging a safeguarding concern form to

safeguarding@woodhouse.ac.uk