

## HILLS ROAD SIXTH FORM COLLEGE

### Safeguarding and Child Protection Policy and Procedures

Date approved by Corporation:	July 2016
Post of member of staff responsible:	Deputy Principal
Date of Equality Impact Assessment	November 2009

#### 1.0 Policy Statement

- 1.1 Hills Road Sixth Form College fully recognises its duty of care to students, its responsibilities for child protection and the need to consider at all times what is in the best interests of the young persons in our care.
- 1.2 This policy applies to all staff and volunteers working at Hills Road Sixth Form College and to the governors of Hills Road Sixth Form College.
- 1.3 The purpose of this policy is to describe how the College aims to protect students from abuse and to outline the procedures to be followed in cases of suspected or alleged abuse.
- 1.4 The relevant legislation and statutory guidance provide a number of definitions including, the four categories of abuse: physical, emotional, sexual, neglect, (see Appendix A) and the definitions of harm, health, development, ill treatment and significant harm. Specific safeguarding issues are also covered including the signs and symptoms of child sexual exploitation and female genital mutilation, so called "honour based violence" and forced marriage. Further information about these can be found in Appendix B of this policy.
- 1.5 The three main elements to this policy are prevention, protection and support.

#### 2.0 Prevention

- 2.1 The College will aim to promote a positive, supportive and secure environment in which students feel respected and valued. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults are important elements in prevention. We will aim to promote an ethos in which students feel secure, are encouraged to talk and are listened to.

The College will have in place procedures which ensure that:

- 2.1.1 students know who the designated safeguarding lead is and the deputy designated person(s) who they can approach if they are worried or in difficulty, and what will happen when a disclosure is made.
- 2.1.2 parents have an understanding of the responsibility of the College and its staff for child protection by setting out its obligations on the College website.
- 2.1.3 staff understand their responsibility for safeguarding and promoting the welfare of children.
- 2.1.4 training and guidance is provided for staff about avoiding situations in which allegations may be made against them. Specifically, this will include training and

guidance on working in one-to-one situations with students and guidance on physical contact.

- 2.1.5 the criminal background of appointees and volunteers is checked in accordance with the most recent legislation and statutory guidance from the Government.

### **3.0 Protection**

- 3.1 The College will comply with legislation and statutory guidance issued by the Government and follow procedures set out by the Cambridgeshire Local Safeguarding Children Board.

The College will:

- 3.1.1 have a designated safeguarding lead who takes the lead responsibility for safeguarding and child protection providing support and advice to staff on child welfare and protection matters, takes part in strategy discussions and interagency meetings and contributes to the assessment of children.
- 3.1.2 have in place appropriate mechanisms to ensure that the Child Protection team and the Principal are alerted regularly about students where there are Child Protection concerns and are kept fully informed on developments, actions and outcomes.
- 3.1.3 ensure that the designated safeguarding lead and deputies receive appropriate training provided by the Cambridgeshire Local Safeguarding Children Board and/or other agencies as appropriate which is updated every two years and refreshed at regular intervals as required, but at least annually. The designated members of staff are Glen Taylor, Director of Student Support who is the designated safeguarding lead, Jo Trump, Deputy Principal and Lucy Edevane and Katrin Thomas, Heads of Year who deputise for the safeguarding lead.
- 3.1.4 have a named governor who has oversight of Safeguarding. This is Jonathan Culpin who can be contacted via the PA to the Clerk to the Corporation. A concern about the Principal should be made to the named governor.
- 3.1.5 ensure that every member of staff, including temporary and volunteer staff and governors knows the name of the designated safeguarding lead and the designated deputies in the College and understand the role that they undertake.
- 3.1.6 ensure that all staff are aware of the early help process and understand their role which includes identifying emerging issues, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 3.1.7 ensure that every member of staff knows that s/he has an individual responsibility for referring child protection concerns to the designated safeguarding lead within 24 hours of the concern being raised or immediately where there is a possibility of serious harm coming to the young person. High level concerns should be recorded in writing and passed to the designated safeguarding lead in person. Lower level concerns must be recorded on ProMonitor. A form for referrals is available on the SharePoint safeguarding site.

- 3.1.8 ensure that the designated safeguarding lead will take action on each concern raised and work with the Local Safeguarding Children Board; the Multi-Agency Safeguarding Hub; the Local Authority Designated Officer; Social Care, the Police and any other relevant agencies. Contacts for these agencies can be found in section 8.0 of this policy.
- 3.1.9 provide training for its staff and volunteers, to enable them to respond appropriately and sensitively to child protection concerns. Information about the key areas of risk, signs, symptoms and responses are accessed via the SharePoint safeguarding portal. The designated safeguarding lead will receive update training every two years; all staff will receive training on induction which is updated every three years; in addition, all staff will receive regular safeguarding and child protection updates as required, but at least annually.
- 3.1.10 ensure all staff read at a minimum, Part 1 of the statutory guidance 'Keeping Children Safe in Education', the College code of conduct for staff and this policy.
- 3.1.11 have in place procedures for reporting cases, or suspected cases of abuse including female genital mutilation about a female under 18, child sexual exploitation and forced marriage. There is a mandatory duty on teachers to report to the police cases where they discover that an act of FGM has been carried out. This should be done immediately after the designated person has been informed.
- 3.1.12 have in place procedures for reporting cases of private fostering if a student is under 16 or a student is under 18 and registered disabled.
- 3.1.13 have in place records of and support for 'looked after children'.
- 3.1.14 have in place measures to protect students from peer on peer abuse recognising the gender issues that can be prevalent when dealing with such abuse which may include physical, emotional, sexual and/or financial abuse, coercive control, exploitative relationships, harmful sexual behaviour and violence.
- 3.1.15 have in place age appropriate measures to filter and monitor on-line activity.
- 3.1.16 have in place measures to protect students with Special Educational Needs and Disabilities (SEND) understanding that additional barriers can exist when recognising abuse in these students. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
  - a disproportionate impact on the young person by behaviours such as bullying- without outwardly showing any signs
  - communication barriers and difficulties in overcoming these barriers.
- 3.1.17 report annually to the Corporation who have a responsibility to ensure that policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of the young people at the College.

#### **4.0 Support**

- 4.1 The College will provide appropriate support for any student who may have been abused, for staff to whom a disclosure has been made, and to staff against whom an allegation has been made.

The College will:

- 4.1.1 endeavour to support students through the development of a responsive and knowledgeable staff trained to respond appropriately to child protection situations.
- 4.1.2 ensure that every member of staff is aware of the need to be alert to signs of abuse, and know how to respond to a student who may tell of abuse by providing training for all staff so that they know:
- their personal responsibility
  - the Cambridgeshire Local Safeguarding Children Board procedures
  - the need to be vigilant in identifying cases of abuse
  - how to support a student who tells of abuse
  - how to respond to an allegation made against a member of staff.
- 4.1.3 offer further support to students through liaison with support agencies as appropriate such as social services, counsellors, child and adult mental health service, education welfare service and education psychology service.
- 4.1.4 endeavour to support students through a commitment to develop productive, supportive relationships with parents wherever it is in the students' interests to do so.
- 4.1.5 provide appropriate support for staff to whom a disclosure has been made.
- 4.1.6 be guided by Government and College procedures when providing appropriate support for staff against whom an allegation has been made.

## **5.0 Confidentiality**

- 5.1 While acknowledging the need to create an environment conducive to speaking freely, staff should make it clear to students who approach them asking for complete confidentiality that staff are bound to pass on what they are told. Staff must never give undertakings of absolute confidentiality. The student should, however, be assured that the matter will be disclosed only to people who need to know about it and that this, in the first instance, will be the designated safeguarding lead.

This statement is in accordance with the College's Confidentiality Policy.

## **6.0 Cambridgeshire Local Safeguarding Children Board Procedures**

- 6.1 All maintained educational institutions are legally required to follow the procedures of the relevant Local Safeguarding Children Board.
- 6.2 The Cambridgeshire Local Safeguarding Children Board provides a forum for developing, monitoring and reviewing local child protection policies and promotes effective co-operation between the agencies involved. It establishes procedures to be followed in child protection cases, including the organisation of child protection conferences.

- 6.3 The procedures apply to all children under the age of eighteen i.e. to the eighteenth birthday unless they marry. Any decision to report on students eighteen years and over will rest with the student concerned.
- 6.4 The Cambridgeshire Local Safeguarding Children Board procedures apply to:
- all College staff (teaching and support staff) and volunteers working at the College (although that part of the guidelines relating to disciplinary procedures for staff does not apply to volunteers)
  - any employees of other organisations or volunteers on location in the College.
- 6.5 The Cambridgeshire Local Safeguarding Children Board procedures for dealing with a disclosure, making a referral and the sequence of events which follow a referral are detailed in Child Protection Procedures for the Education Service.
- 6.6 In common with all post-16 centres in the local area, the College will ask for the child protection files of any students being enrolled to be forwarded from the previous school. Such files will be held securely by the designated person.

## **7.0 Policies and procedures linked to the Safeguarding and Welfare of students.**

- Bullying
- Confidentiality Policy (16-19 students)
- Disciplinary Procedures
- Guidance Policy
- Health and Safety Policy
- Policy and procedures for the management of allegations against staff
- Policy on Confidential Reporting
- Prevent Policy
- Safeguarding Policy
- Safeguarding Adult Learners Policy
- SEND Policy for 16-19 students
- SEND Policy for Adult students
- Single Equality Scheme
- Staff Recruitment Policy
- Staff code of conduct
- Student code of conduct
- Stay Safe procedures

## **8.0 Important Contacts**

NSPCC Whistleblowing helpline - 0800 028 0285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

The Local Safeguarding Children Board helpline 01223 703800

The Multi-Agency Safeguarding Hub; 01480 428155

The Local Authority Designated Officer; **Tel:** 0345 045 5203 (Monday to Friday, 8am - 6pm.)

**E-mail:** [ReferralCentre.Children@cambridgeshire.gov.uk](mailto:ReferralCentre.Children@cambridgeshire.gov.uk)

Social Care, **Tel:** 0345 045 5203 (Monday to Friday, 8am - 6pm.)

E-mail: [ReferralCentre.Children@cambridgeshire.gov.uk](mailto:ReferralCentre.Children@cambridgeshire.gov.uk)

The Police, Tel: 101 and they will connect you to the local police force

## 9.0 Further Information and Guidance

Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter-Agency Procedures", to be found on the LSCB website [www.cambslscb.org.uk](http://www.cambslscb.org.uk)

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (commissioned by the Department for Children, Schools and Families)  
[www.childrenengland.org.uk/upload/Guidance%20.pdf](http://www.childrenengland.org.uk/upload/Guidance%20.pdf)

Keeping Children Safe in Education: information for all school and College staff Department for Education September 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and the College's Sharepoint site

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

## Appendices

- A. The four categories of abuse
- B. Specific safeguarding issues

Version	Approved by	Date Approved
1	Principal	September 2012
2	Corporation	July 2015

## Types of abuse and neglect

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Extract from Keeping Children Safe in Education, Part 1.

### Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

### Further information on so- called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the College's designated safeguarding lead and involve children's social care as appropriate. The

duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

**HILLS ROAD SIXTH FORM COLLEGE  
EQUALITY IMPACT ASSESSMENT**

**Primary Impact Assessment**

**1 POLICY**

1	Name of Policy	Safeguarding and Child Protection Policy and Procedures
2	Is it new or under review? (If under review, give date of last review)	Under review (June 2015)
3	Person defining the policy and carrying out the assessment	Director of Student Support with the Designated Person for Child Protection
4	What are the main aims and objectives or purpose of the policy/procedures being assessed?	To ensure that the College fulfils its responsibilities for child protection.
5	Who implements, carries out or delivers the policy? Please state individuals, team, department, including, where appropriate, outside organisations.	Director of Student Support, the Designated Person for Child Protection, working with all staff and outside agencies such as the Local Authority's Child Protection Team.
6	Who is affected by the policy or by the way it is carried out? Include internal and external individuals, groups and communities.	All students and staff at the College
7	Are there any groups that could be adversely affected by the policy or that would not have the opportunity to benefit?	None
8	Do we have monitoring data or evidence available for different individuals/groups affected by the policy? If yes, what do they show? If no, do we need to gather relevant data?	N/A; we have evidence about the small number of individuals about whom we have a child protection record. The Policy applies equally to all students and members of the College community.
9	Are we aware of any relevant local or national equality or diversity related consultation, research or good practice guide for this area?	N/A; we follow national and local guidelines to ensure good practice in the transmission and storing of records

## 2 IMPACT

Gender/Age	Positive impact	Neutral impact	Adverse impact
Female		√	
Male		√	
Age		√	

Disability	Positive impact	Neutral impact	Adverse impact
Visually impaired		√	
Hearing impaired		√	
Physically disabled		√	
Learning disability		√	
Mental health problem		√	
Other (e.g. cancer, HIV)		√	

Race / Culture / Belief	Positive impact	Neutral impact	Adverse impact
Race / culture		√	
Religious belief		√	

Other factors	Positive impact	Neutral impact	Adverse impact
Sexual orientation		√	
Trans-gendered/transsexual		√	
Caring responsibilities		√	
Offending past		√	
Socio-economic factors		√	

## 3 DECISION

### *Either*

The PIA has not identified a likely adverse impact on any equality target group.

Signed.....Nigel Taylor..... Date ...23<sup>rd</sup> November 2009.....

### *Or*

The PIA has identified the following risks/barriers/concerns.

.....

A secondary impact assessment will now be undertaken.

Signed ..... Date .....

**PLEASE PASS THE COMPLETED IMPACT ASSESSMENT FORM TO THE DEPUTY PRINCIPAL**