


SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to the whole College, including boarding, and is publicly available at natmatsci.ac.uk. Hard copies and accessible formats are available on request from the College Office.

Applies to: Safeguarding is everyone's responsibility. All who work, volunteer or supply services to our College have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal College hours including activities away from College. All employees and volunteers should read this policy in conjunction with Part 1 of the January 2021 version of *Keeping Children Safe in Education (KCSIE)* (DfE: Sept. 2020). Our approach is child-centred. We will always act in the best interests of the child. This policy takes full account of the child protection procedures agreed by Coventry Safeguarding Children Partnership and statutory guidance WTTSC. All employees should read this policy in conjunction with our Safer Recruitment Policy, Whistleblowing Policy, Children Missing from Education Policy, Staff Behaviour Policy (Staff Code of Conduct) and The Teachers' Standards.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by **Dr Penny Robotham** who is the College's Designated Safeguarding Lead (DSL). The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be documented in writing and any deficiencies identified by the Governors will be remedied immediately. The policy may be reviewed earlier than the date given below, if significant changes to the systems and arrangements of the College take place, or if legislation, regulatory requirements or best practice guidelines so require. The Governors recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff can contribute to and shape our safeguarding arrangements. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. Safeguarding procedures are raised and discussed on an ongoing basis (pastoral meetings/updates and bulletin and is a standing item at weekly leadership meetings). All College Staff will be informed of any updates or amendments made to this policy and the most up-to-date policy documents will be accessible to them electronically.

Signed:


Dr Andy Kemp
Principal

Date of policy review and update: June 2021

Date of next review: September 2021

Date adopted: September 2017

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Amendments

Date	Amendment
01/06/21	Updated references to reflect change in governance structure
01/04/2021	Removed C.Earle and added details about NSPCC helplines
30/01/2021	Revisions/update following audit and KCSIE Jan 2021 amendments
25/11/2020	Updated DSL list page 3/42
02/09/2020	Updated in line with the Keeping Children Safe in Education 2020. Updates include the definition of safeguarding and emphasis on student mental health.
1/5/2020	Updated LADO contact details
20/03/2020	Addendum for COVID-19 school closure arrangements for Safeguarding and Child Protection
02/09/2019	Updated in line with the Keeping Children Safe in Education 2019. Updates include the addition of the definition of Upskirting and its inclusion under Peer on Peer Abuse.
03/09/2018	'Keeping children safe in education'. Updates include changes to information for all staff (part 1) and the management of safeguarding (part 2) and a new section covering child on child sexual violence and sexual harassment (part 5). Annex H provides a table of all changes.
01/03/2017	Updated Child Sexual Exploitation (CSE) as per new statutory definition provided in Appendix A: page 93 of the Glossary of <i>Working Together to Safeguard Children</i> (WTTSC) (HM Govt: 2015, updated February 2017 and July 2018).

Monitoring and Review

In the absence of intermediate reviews due to changes in statutory guidance, this policy will be updated, reviewed, and approved by the governors every year. The document name shows the date of the last review.

KEY INTERNAL CONTACT DETAILS

Designated Safeguarding Lead (DSL) & Prevent Officer

Deputy Designated Safeguarding Lead (DDSL) & Deputy Prevent Officer



Dr Penny Robotham

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Roles

Designated Safeguarding Lead (DSL)

Prevent Officer

Designated Teacher for 'Looked After Children'



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Deputy Designated Safeguarding Lead (DDSL)

Deputy Prevent Officer



Tunde Warren

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Deputy Designated Safeguarding Lead (DDSL)

Deputy Prevent Officer

To be Appointed

Michael O'Sullivan (Chair of Governors)

Email: m.osullivan@natmatsci.ac.uk

Safeguarding Governor



Andy Kemp

Mobile: 07825 346 354 (24hrs)

Email: principal@natmatsci.ac.uk

Principal

KEY EXTERNAL CONTACT DETAILS

If you think a child is in immediate danger always call the emergency services on 999.

- To discuss a non-emergency matter with the Police call 101.
- If you are concerned that a child or young person is being harmed or is at risk of harm, but there is no immediate danger, or you need advice or information, please call **Coventry Children's Social Care at the Multi Agency Safeguarding Hub (MASH) on 024 7678 8555.**
- **Out of office hours please call the Emergency Duty Social Worker on 024 7683 2222.**

LADO: **Mark Goddard: 024 7697 5483**

- Online referral form
- Email: lado@coventry.gov.uk
- Website: [Coventry Safeguarding Children Partnership](#)

If there is a **risk of immediate harm to a child**, staff should act immediately.

Anyone may make a referral to children's services or the police.

Depending on the situation, they should call the relevant local authority number above or call 999 straight away and/or contact the DSL who may call other relevant agencies. Where appropriate, and following local authority and/or police guidance, the DSL will inform parents of this contact/referral: staff should **never** do this themselves.

Staff should not assume that another colleague or professional will take action.

Whistleblowing:

Members of staff may use the College's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.

For allegations against staff or other adults within the school community the guidance on allegations within this policy should be followed.

Inspectorates:

- Ofsted: 0300 123 466 or email CIE@ofsted.gov.uk
- ISI: 0207 600 0100 or email concerns@isi.net

Other contacts

- Help with reporting child abuse: <https://www.gov.uk/report-child-abuse-to-local-council>
- NSPCC Child Protection Helpline: 0808 800 5000
- NSPCC Sexual Abuse Helpline: 0800 136 663
- NSPCC Whistleblowing Helpline: 0800 028 0285
- NSPCC FGM helpline: 0800 028 3550 fgmhelp@NSPCC.org
- Police Prevent team: 101 and ask for the Prevent Team



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1. Rationale

- 1.1. The National Science and Mathematics College (hereafter College) recognises the responsibility it has under Section 175 of the Education Act 2002, the Education (Independent Schools Standards) (England) Regulations 2003 and the statutory guidance of 'Keeping Children Safe in Education' (January 2021) issued under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children who are students at the College.
- 1.2. Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Keeping Children Safe in Education' (DfE January 2021).
- 1.3. There is a mandatory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18. 'Keeping Children Safe in Education' (DfE January 2021).
- 1.4. The Counter-Terrorism and Security Act 2015, section 26, requires the College to 'have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism.' This 'Prevent Duty' is covered within the safeguarding procedures of the College.
- 1.5. The College is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.
- 1.6. References made to 'child' and 'children' in this policy refer to children and young people under the age of 18 years. However, the principles apply to professional behaviour towards all students, including those over the age of 18 years. The school is committed to promoting and safeguarding the welfare of those of its students who are young adults and internal safeguarding practices, procedures and culture will apply to all students regardless of age. Where necessary in situations involving young adults, the school will work with relevant external agencies as appropriate. The school's code of conduct makes clear to all staff that they are in a position of trust towards all students. It sets out the implications of that responsibility, including specific requirements regarding conduct towards our young adult students.
- 1.7. Through their day-to-day contact with students and direct work with families, staff at the College have a crucial role to play in noticing indicators of possible abuse, neglect or risk of being vulnerable to radicalisation and referring them to the appropriate agency, normally through the Designated Safeguarding Lead, to the appropriate Children's Team (Social Care) or Early Help provider.

Staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether they have an Education, Health and Care (EHC) plan or not);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing / goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child;
- Has mental health issues.

1.8. Staff should also be aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include:

- Increased absence from College;
- Change in friendship groups or friendships with older children;
- Decline in performance;
- Signs of self-harm, assault, unexplained injuries or a significant change in wellbeing;
- Unexplained gifts or new possessions.

1.9 The NSPCC has established a helpline which provides both children and adults who are victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals too. The number to call is 0800 136 663.

2. Key Principles

- 2.1. There are five main elements to this Safeguarding and Child Protection Policy
- 2.2. **Prevention**, through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos which provides a safe environment for debating controversial issues.
- 2.3. **Preventing unsuitable people working with children**: through following safer recruitment practices, maintaining an accurate record of appropriate pre-employment checks made and ensuring suitable checks are made on all visitors to the College site.
- 2.4. **Training**: All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding updates (via email and staff meetings) as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.
- 2.5. **Procedures**: for identifying and reporting cases, or suspected cases, of abuse including FGM or risk of radicalisation.
- 2.6. **Support**: to students who may have been abused.
- 2.7. The Management: Safeguarding and child protection responsibilities, including having a nominated person for safeguarding and prevent duty.
- 2.8. The College has appointed a designating safeguarding team, co-ordinated and managed by the designated safeguarding leader (DSL) and monitored by a safeguarding member of the governing body. The DSL is a member of the senior leadership of the College.
- 2.9. The College liaises closely with and follows the guidance provided by the Coventry Safeguarding Children Partnership.
- 2.10. All members of the College staff accept their individual responsibilities for protecting children from harm: and all are aware that anyone may make a referral to local children's services and/or the police.
- 2.11. Our policy applies to all staff, non-teaching and teaching (including the Principal) and volunteers working in the College. Parents may also contact the Designated Safeguarding Lead if they have concerns about a child.

3. Safeguarding covers many areas and this policy should be read in conjunction with the following documents:

- 3.1. Staff Conduct: all staff should be role models for children, dress appropriately and ensure they do not promote their own beliefs. They should make acceptable use of technologies including the use of social media. They should also ensure they treat everyone with respect, children and adults alike. See Staff Code of Conduct.
 - 3.1.1. All staff should ensure that they have read and understood part one of 'Keeping Children Safe in Education' (January 2021). College leaders and those staff who work directly with children (teachers and support staff) should also read and make sure they have understood Annex A. Pastoral staff and College leaders should read the new Part five of KCSIE (2020), "Part 5: Child on child sexual violence and sexual harassment". This document is discussed at INSET sessions on Safeguarding and a record kept of staff who have signed to acknowledge they have read and understood the document(s). A copy of the guidance kept on Axis. Staff who have subsequently joined the College are emailed following their introductory safeguarding training.
 - 3.1.2. Whistleblowing: all staff working in College (voluntary or paid) have a responsibility to report anything they deem to be untoward with regard to any general or specific failing of the College with regard to safeguarding, in line with the whistleblowing policy in Staff policies and procedures. The NSPCC website has a [whistleblowing helpline](#) of which staff are made aware during training.
 - 3.1.3. Managing Allegations Against Staff: The governing body has adopted part 4 of 'Keeping Children Safe in Education' (January 2021) DfE document 'Allegations of Abuse made against Teachers and Other Staff'.
- 3.2. Curriculum: the curriculum is designed to ensure students receive appropriate guidance regarding safeguarding, including online, and how to act responsibly through programmes such as PSHE and assemblies e.g. British values, alcohol, drugs, e-safety, terrorism and racism. The curriculum also promotes equality of opportunity and helps students understand how they can influence and participate in decision making, recognise and manage risk and make safer choices. The PSHE Curriculum is evaluated and reviewed annually as part of the College assurance quality process.
- 3.3. Safeguarding throughout the curriculum is monitored and reviewed by the Designated Safeguarding Lead and team.
- 3.4. Building Design: this should take account of areas where students can congregate unsupervised leading to possibilities of bullying, substance use, abuse etc. Staff also need to be aware of areas where students could be unsafe (pond, gates, trees, building works).

- 3.5. Health and Safety is a standing agenda item at weekly SLT meetings.
- 3.6. Safer Recruitment and Selection: The statutory guidance for Colleges in 'Keeping Children Safe in Education' (January 2021) and 'Working Together to Safeguard Children' (March 2015) are adhered to stringently. This ensures all adverts and job descriptions include a commitment to safeguarding, relevant checks are completed and references taken prior to any appointment being made. The Principal and members of the Senior Leadership Team receive training in safer recruitment. See Safer Recruitment Policy.
- 3.7. Behaviour Management: a Behaviour Policy is in place and procedures for dealing with poor behaviour are clear to staff and students. See Behaviour Policy.
- 3.8. Attendance: attendance is monitored closely by the Pastoral Coordinator and the Senior Leadership Team. The Attendance, Compliance and Enforcement Service at the Local authority is informed if attendance becomes an issue – i.e. persistent absence.

The College will notify the relevant Local Authority if a child goes missing from education (defined to be absent from College without permission for a continuous period of 10 College days or more, at such intervals as are agreed between the College and the local authority) or if they are removed from the register under particular circumstances. See Attendance Policy.

- 3.9. Anti-Bullying: An Anti-bullying Policy is in place. This College operates zero tolerance of bullying including cyber-bullying. Frequent use is made of assemblies throughout the year to ensure the anti-bullying message is put across. To allow or condone bullying may lead to consideration under child protection procedures. See Anti-bullying Policy.
- 3.10. E-safety: is essential in order to monitor websites children are using and to prevent 'grooming' and radicalisation. Filters are in place in College to prevent children accessing certain sites and also key words will prevent access. All e-traffic is monitored by London Grid for Learning, which provides a specialised filter and firewalled internet connection, and monitor all traffic into and out of the College. They inform the Leadership Team if a computer has shown an attempt to enter a prohibited site. Although monitoring systems are in place, care is taken to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching of safeguarding. The DSL will liaise with technical and other staff ensure that online safety within the College is sufficient to safeguard students as far as possible.
- 3.11. Sexting or 'youth produced sexual imaging' will be dealt with following the latest guidance and staff will be 'guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved. (Sexting in schools and Colleges: Responding to incidents and safeguarding young people, UK council for Child Internet Safety, January 2017)

- 3.11.1. When an incident involving youth produced sexual imagery comes to the College's attention, the incident will be referred to the DSL as soon as possible. The DSL will meet with the member of staff who was made aware of the incident and subsequently talk to the young people involved (if appropriate). Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- 3.11.2. If at any point in the process there is a concern a young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately
- 3.11.3. Students are made aware any instance of the use of camera technology for the purpose of 'upskirting' is a criminal offence and will be referred to the police
- 3.12. Physical Intervention: We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to the student, another person or property. See Physical Restraint Policy.
- 3.13. Special Educational Needs (SEN): We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse and additional barriers can exist when recognising abuse and neglect in this group of children. Furthermore, children with SEND can be more prone to peer group isolation and may require extra pastoral support. College staff that deal with children with profound and multiple disabilities, ASD, SHD, cerebral palsy, sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse. See SEN Policy.
- 3.14. Race Equality: We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. See equal opportunities policy.
- 3.15. Any reports of child-on-child sexual violence or sexual harassment will be managed on a case-by-case basis with stringent adherence to Part 5 of KCSIE 2021. The local authority and the NSPCC dedicated helpline will be consulted when any allegation of this nature is made and the police will always be contacted if a crime is alleged.
 - 3.15.1 It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe.
 - 3.15.2 Risk assessments with regard to the victim/s, alleged perpetrator/s as well as other children involved or impacted must be carried out as an immediate priority following a peer-on-peer sexual violence or sexual harassment disclosure.

3.15.3 Multi-agency information sharing with regard to peer-on-peer sexual violence or sexual harassment is key.

4. Implementation

- 4.1. The College will ensure it has a whole-school Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection, who is a member of the Senior Leadership Team. For the academic year 2020-21 the DSL is Dr Penny Robotham.
- 4.2. The DSL training is updated every two years in accordance with Government guidance. In addition to their formal training, their knowledge and skills will be updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 4.3. The College recognises the importance of the role of the DSL and ensure she has the time and training to undertake her duties.
- 4.4. There are contingency arrangements should the DSL not be available. For the academic year 2020-21, the Deputy DSLs are: Charlie Turner and Tunde Warren. The deputy is trained to the same standard as the DSL.
- 4.5. Whilst the activities of the DSL can be delegated to the appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead.
- 4.6. During term time the DSL and/or a deputy will always be available (during College hours) for staff in the College to discuss any safeguarding concerns.
- 4.7. The DSL will take advice from a child protection specialist when managing complex cases (e.g. Local Authority Designated Officer LADO / Education Safeguarding Manager).
- 4.8. The DSL is responsible for coordinating action where it is suspected that a child is in need has been harmed, or is at risk of significant harm.
- 4.9. The DSL is familiar with Coventry Safeguarding Children Partnership procedures and DFE guidance.
- 4.10. The DSL is additionally the Designated Person for Children Looked After and will attend regular review meetings involving multi-agencies.

5. Record Keeping:

- 5.1. Single Central Register: is maintained by the Principal and the PA to the Principal and adheres to the statutory guidance in 'Keeping Children Safe in Education' (January 2021).
- 5.2. The College ensures that other organisations who provide staff to the College operate appropriate child protection checks and procedures.
- 5.3. The College also ensures that, when students attend off-site activities, effective child protection arrangements are in place.
- 5.4. All child protection concerns are recorded on 'green forms' following procedures recommended by Coventry Safeguarding Children Partnership. Staff should ensure records are factual accounts of what has been reported or observed taking place. Child protection concerns should be made to the safeguarding team as soon as possible and on the same working day as the concern was noticed. Written accounts should be completed as soon as possible. All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- 5.5. The green forms are filed and monitored by the Designated Safeguarding Lead. The forms are kept in a locked cabinet in the DSL's office. The green forms will result in one of the following actions, noting the thresholds for action if any laid down by the Coventry Safeguarding Children Partnership.
 - 5.5.1. No action taken at this time.
 - 5.5.2. Student spoken to by a member of the pastoral team and monitored in College.
 - 5.5.3. Student spoken to by a member of the Safeguarding team and monitored in College.
 - 5.5.4. MASH consultation or referral made to appropriate external agency, a member of the safeguarding team will take advice on appropriate communication with the student and their family from the relevant agency.
- 5.6. The member of staff making a referral to an external agency (usually a member of the safeguarding team, but ANY person can make a referral) will contact the agency based on where the student lives and complete the required agency paperwork or online form. A copy of the referral will be kept in the child protection file.
- 5.7. If a member of staff discovers that FGM appears to have been carried out on a girl under 18, they will discuss the case immediately with the DSL or a member of the safeguarding team. It is the responsibility of that member of staff to report the matter immediately to the police.
- 5.8. Child Protection files are kept in a locked cupboard in the DSLs office. These are kept in a meticulous chronological order with covering information sheets provided by Warwickshire

safeguarding board.

- 5.9. Child protection information is not stored in the student's main College file nor on AXIS. All Child Protection information is stored in locked filing cabinets in the DSL's office.
- 5.10. When a student with a child protection folder moves college within the UK, the DSL will ensure that all relevant child protection records are sent to the receiving College or establishment. For transfers to a school or college outside the UK, guidance will be sought from the Coventry partnership.
- 5.11. Rather than a referral to children's social care, it may be appropriate to refer to Early Help services or to start the Early Help Single Assessment (formerly known as CAF) process. The College will use the helpful Warwickshire model 'checklist for referrers before completing a MARF (March 2017) as guidance to consider early help. This is an early intervention process that encourages multi-agencies to work together to support children and families.
- 5.12. Liaison with Other Agencies: The College will work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection, early help and 'Prevent' matters including attendance and written reports at initial case conferences, core groups, child protection review conferences and inter-agency early help meetings.
- 5.13. The College will notify the local Children's Team (Social Care) if:
 - 5.13.1. it should have to exclude a student with a Child Protection Plan (whether fixed term or permanently);
 - 5.13.2. there is an unexplained absence of a student with a Child Protection Plan of more than two days duration from College (or one day following a weekend); or as agreed as part of any child protection or core group plan;
 - 5.13.3. they are concerned about the welfare of any child with a Child Protection Plan.

6. The Safeguarding training of College Staff

- 6.1. The College will provide training for all staff (including the Principal) from the point of their induction, and updated regularly, so that they know:
 - 6.1.1. their personal responsibilities within the College and that safeguarding is everyone's responsibility; staff should never assume that someone else will take action.
 - 6.1.2. the identity and role of the Designated Safeguarding Lead together with the identities and roles of any deputy DSLs and the nominated member of the governing body;
 - 6.1.3. the need to be vigilant in identifying cases of abuse and risk of radicalisation, maintain the attitude of 'it could happen here';
 - 6.1.4. the signs of possible abuse;
 - 6.1.5. the local and College reporting procedures;
 - 6.1.6. that anyone may make a referral;
 - 6.1.7. how to support and to respond to a child who tells of abuse.
- 6.2 The College will provide induction training for all new members of staff (including the Principal) which will include as well as the elements listed immediately above: the College's policies for Safeguarding including the response to be taken for children missing education (CME), Whistleblowing, Student Behaviour, and Online Safety; together with the Code of Conduct for staff and guidance on the acceptable uses of ICT and of Social Media; and also the latest edition of KCSIE Part 1 and Annex A.
- 6.3 All members of the designated safeguarding team will undergo full DSL training and/or refresher training as required by the local authority at least every two years, with additional training on a more regular basis, following guidance from the local authority.
- 6.4 The Governors will receive training from time to time to ensure that they may fulfil their responsibilities effectively.

7. Confidentiality and Information Sharing

- 7.1. Information sharing is critical in keeping children safe.
- 7.2. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, member of the safeguarding team or outside agency as required (e.g. LADO or Education Safeguarding Manager).
- 7.3. All staff must be aware that they cannot promise confidentiality to a child or a parent or any other person reporting or disclosing abuse.
- 7.4. The Principal or DSL will disclose any information about a student to staff only on a need-to-know basis.
- 7.5. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.6. Whilst the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 place duties on organisations and individuals to process personal information fairly and lawfully, these legislations are not barriers to sharing information where the failure to do so would result in a child being placed at risk of harm.



8. Communication with Parents

- 8.1. The College will undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this or the relevant agency advises against communication with parents.
- 8.2. The College will ensure that parents have an understanding of the responsibility placed on the College and staff for child protection by setting out its obligations on the College website.

9. Supporting the Student at Risk

- 9.1. The College will endeavour to support the student through:
- 9.1.1. The content of the curriculum to encourage self-esteem and self-motivation.
 - 9.1.2. The College ethos which promotes a positive, supportive and secure environment, and gives students a sense of being valued.
 - 9.1.3. The College curriculum which helps students recognise and manage risks and make safer choices, including those online.
 - 9.1.4. The College's Behaviour Policy is aimed at supporting vulnerable students at the College. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self-worth. The College will ensure that the student knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.
 - 9.1.5. The College also recognises that children may be harmed by other children. A bullying incident will be treated as a peer on peer abuse concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. There may be occasions when a student's behaviour warrants a response under this Safeguarding and Child Protection Policy rather than the College's Behaviour Policy. The College will take advice from Social Services as to the appropriate action to take and how best to support a victim of peer on peer abuse. If the nature of this peer-on-peer abuse is sexual violence or harassment, the College will take appropriate action as outlined in Part 5 of KCSIE (2020) and set down as section 11 within this policy. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do so.
 - 9.1.6. Liaison is vital with other agencies which support the student such as Coventry Safeguarding Children Partnership, Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service.
 - 9.1.7. The College is committed to developing productive and supportive relationships with parents whenever it is in a student's best interest to do so.
 - 9.1.8. The College recognises that children living in a home environment where there is a domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
 - 9.1.9. The College will vigilantly monitor children's welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern.

9.1.10. The College recognises that ‘upskirting’ is a criminal offence and may constitute sexual harassment. The College will take appropriate action if we believe this to have taken place.

9.2 Early help means providing support as soon as a problem emerges at any point in a child’s life. Providing early help is more effective in promoting the welfare of children than reacting later.

9.2.1 Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF) or Early Help Assessment (EHA), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from children’s services would be needed.

9.2.2 Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.

9.2.3 For early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them.
- professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.

9.2.4 If consent is not given for an early help assessment, the designated safeguarding team should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to the local authority’s children’s service should be made immediately.

9.2.5 Staff should discuss emerging problems and early help requirements with the designated safeguarding team. If early help is appropriate, the designated safeguarding team will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate.

- 9.2.6 Any such cases should be kept under constant review and consideration given to a referral to local authority's children's service for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- 9.2.7 The designated safeguarding team is responsible for maintaining effective records of all such cases.
- 9.3 Students with special educational needs and/or disabilities (SEND)
- 9.3.1 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- 9.3.2 The College has students with emotional and behavioural difficulties and/or challenging behaviours. The College will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- 9.3.3 The College has students who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such students may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 9.3.4 Where necessary, the College will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the student.
- 9.3.5 We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.
- 9.4 Children Missing Education (CME)
- 9.4.1 All children of College age, regardless of their circumstances, are entitled to full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- 9.4.2 As indicated in Keeping Children Safe in Education, 'a child going missing from education is a potential indicator of abuse or neglect'. All staff should be aware that children going missing, particularly repeatedly, may act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect (potentially sexual abuse or child criminal exploitation). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of the child going missing in future.
- 9.4.3 Staff working within the College know and implement the College's policy on Missing Children, actively search for children who are missing, including working with the police where appropriate. Any child subject to a Multi-Agency Child

Protection Plan who is missing without satisfactory explanation will be reported to their Key Social Worker as soon as possible and within two days in any case.

- 9.4.4 Staff will monitor students' attendance through their daily register and will inform senior staff who in turn will be in touch with the local children's services for students who are regularly absent from College or have missed 10 College days or more without permission.
- 9.4.5 The College will notify the local authority when a student of College age is to be deleted from the admission register.
- 9.4.6 Where reasonably possible, the College will hold more than one emergency contact number for each student.

10. Drug Use and Child Protection

- 10.1. The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the College will consider such action in the following situations:
- 10.1.1. When there is evidence or reasonable cause to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
 - 10.1.2. When there is evidence or reasonable cause to believe the student's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
 - 10.1.3. Where the misuse is suspected of being prompted by serious parent/carer drug misuse.
 - 10.1.4. Children of Drug Using Parents: Further enquiries and/or further action will be taken when the College receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:
 - a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
 - children are not being provided with acceptable or consistent levels of social and health care;
 - children are exposed to criminal behaviour.

11. Peer-on-peer abuse

- 11.1 All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse and that such abuse frequently has a gendered nature. **A peer-on-peer concern will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm which may warrant referral to an external agency.** In cases of any doubt at all, the local authority and the dedicated NSPCC helpline will be contacted. Where a crime is alleged the police will be contacted.
- 11.2 Peer-on-peer abuse includes, but may not be limited to:
- bullying (including cyber-bullying) noting that bullying with causes or threaten serious harm is potentially a child protection matter;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - sexting (also known as youth produced sexual imagery);
 - initiation/hazing type violence and rituals; and
 - the intimate and often covert photographing or filming of others without their consent including the criminal offence of upskirting (of students and/or staff)
- 11.3 The College will take all reasonable measures to minimise the risk of peer-on-peer abuse, including through personal and social development programmes, relationship and sex education, and specific actions promoted through the College's student behaviour and anti-bullying programmes.
- 11.4 Members of staff are required to report as soon as possible and certainly within one working day instances or suspected instances of peer-on-peer abuse to the pastoral team and/or designated safeguarding team.
- 11.5 Alleged instances of peer-on-peer abuse will be investigated by either the designated safeguarding team or by a member of the College's pastoral staff. If there is any doubt at all about the seriousness of the alleged abuse, especially but not only where this involves sexual violence or abuse, the designated safeguarding team will contact the relevant local authority for guidance before proceeding. Records of the investigation, including any actions taken as a result of the investigation, will be maintained by the designated safeguarding team. Disciplinary action against any student will be in accord with the College's student behaviour policy. Appropriate support will be provided for the perpetrator as well as the victim.
- 11.6 The College policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. A record of known and alleged bullying incidents.
- 11.7 All staff are made aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied and victims of child abuse.

- 11.8 The College’s anti-bullying policy promotes a climate with zero tolerance to bullying and emphasises the fact that any reliance on a defence by the bully of “banter, just a part of growing up, or just a laugh or a bit of fun” is unacceptable.
- 11.9 The College will provide through the pastoral team appropriate support for both the victims and perpetrators of peer-on-peer abuse. Support may include referral to the College’s student counsellor or to children’s services for early help. The College may also devise a student welfare risk assessment and add them to our internal Pastoral Watch list, so that key staff can offer the correct bespoke support. The DSL will also listen to the child’s wishes and move their classes or House if required, away from the perpetrator.

12. Governors' Safeguarding Responsibilities

- 12.1. The Governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.
- 12.2. It will designate a Member of governors for safeguarding and child protection who will ensure that there are effective safeguarding and child protection policy and Staff Behaviour Policy (Staff Code of Conduct) in place. The designated Safeguarding governor will meet with the DSL regularly and champion safeguarding and child protection issues. The role is temporarily vacant, and being held by the Chair of Governors until appointed.
- 12.3. It will ensure an annual report is made to the governors on safeguarding matters to include changes affecting policy and procedures, the number of incidents/cases (no names) and safeguarding in the curriculum.
- 12.4. It will ensure any deficiencies in this Policy and the College's safeguarding and child protection procedures are remedied without delay.
- 12.5. If the Governors provides extended College facilities or before or after College activities directly under the supervision or management of College staff, the College's arrangements for safeguarding as written in this policy shall apply.

SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT

The following strict guidance relates to any disclosures involving events within or outside the College or concerning adults or other children.

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that they are not to blame. Tell the child that you know how difficult it must have been to confide in you. If there is a need for medical attention seek assistance without delay. If there is a requirement for immediate medical intervention, assistance should be called.

Listen to what the child has to say and take them seriously. Stay calm, reassuring the child but **advising that you cannot promise to keep a secret or assure confidentiality** (as this may ultimately not be in the best interest of the child). A suggested form of words that may help when talking to children are as follows: *“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”* Tell the child what you are going to do next after the disclosure.

When talking to the child, do not interview the child and keep questions to a minimum. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue or make assumptions, which might give particular answers. Do not repeat the disclosure or ask the child to repeat his or her disclosure other than to clarify what is being said. Do not display shock or disbelief. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. After the disclosure **record in writing** the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone, but speak to someone who can help keep the child safe. Call for immediate assistance from the DSL or Deputy DSL or follow the procedures for allegations against staff, volunteers, and governors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. Do not ask the child to repeat what they have said to the DSL. The child has chosen to tell a member of staff and their account will be believed and actions taken accordingly. The official College safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility for investigating the allegation yourself as investigation is the sole statutory responsibility of Children's Services and/or the police. Do not attempt to contact in any way any person mentioned in the disclosure. Reassure the child that you will ensure the matter will be dealt with. Immediately consult the DSL so that any appropriate action can be taken to protect the student if necessary. Only tell those people that it is necessary to inform; the DSL will consider the information and decide on the next steps.

Until otherwise directed by the DSL, do not speak to anyone about the fact or content of the disclosure.

Every complaint or suspicion of abuse from within or outside the College will be taken seriously and action taken in accordance with this policy.

In all cases, no investigation will take place without receiving explicit guidance from the local authority and/or police.

Never take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not view any part of the body not normally covered by clothing.

Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. **Never** fail to pass the information on to the correct person or ask a child to sign a written copy of the disclosure or a 'statement'.

Anyone may make a referral to the local children's services and/or police.

ALLEGATIONS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS, DSLs AND GOVERNORS

This applies where an adult within the College community has allegedly behaved in a way that has harmed, may have harmed or poses a risk of harm to a child or have possibly committed a criminal offence against or related to a child.

Even if the concern might be regarded as a niggling doubt about conduct, this guidance must be followed.

- Allegations concerning all other than the Principal including supply staff are to be reported straight away to the Principal who will immediately contact the LADO to discuss the allegation and act on the advice provided. The individual against whom the allegation is made is not to be informed.
- Allegations concerning the Principal are to be reported straight away to Safeguarding Governor or the Chair of Governors. Who will immediately contact the LADO to discuss the allegation and act on the advice provided. The Principal is not to be informed.
- Allegations concerning a governor are to be reported straight away to the Principal who will immediately contact the LADO to discuss the allegation and act on the advice provided. The individual against whom the allegation is made is not to be informed.
- In all cases, no investigation will take place without receiving explicit guidance from the LADO and/or police.

All unnecessary delays should be eradicated and inaction at any level can and should be challenged.

In each case above, the LADO will be given enough detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the police. The Police will be informed if a criminal offence is alleged. Guidance will also be sought from the LADO and/or police to enable the College to decide about whether the person against whom an allegation has been made should be allowed to remain on College premises and if so what, if any, conditions should apply. If the College were given information that suggested that a member of staff was abusing a student who is not a student at the College, the DSL would immediately report to the LADO and follow the procedure as if it were one of our own students.

In borderline cases, where there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a no names basis without identifying the family. The College will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

Arrangements for alternative accommodation, away from children, would be applied in cases where a member of the boarding staff is suspended pending an investigation of a child protection nature.

The College will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers or staff up to the point where the accused person is charged with an offence.

Anyone may make a referral to the local children's services and/or police.

APPENDIX 1 - Types of Abuse and Neglect Including Specific Safeguarding Issues

We are aware that abuse, neglect and safeguarding issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and could include:

Abuse and neglect; Neglect (physical or emotional); Physical abuse; Emotional abuse; Peer abuse; Extremism/radicalisation; Domestic violence; Drug/alcohol abuse; Emotional abuse; Abuse of trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child sexual exploitation (CSE); Child exploitation and e-safety; Student sexual exploitation; Student exploitation and e-safety; Female genital mutilation (FGM); Forced marriages; Fabricated or induced illness; Faith abuse; Safeguarding disabled children; Disability and vulnerability; Honour-based violence vulnerable groups; Bullying including cyberbullying; Vulnerable students; Children in need; Child missing education (Children who run away or go missing); Child missing from home or care; Missing children and adults strategy; Young carers; Cared for children and significant harm; Gangs and youth violence; Gender-based violence/violence against women and girls (VAWG); Hate; Mental health; Private fostering; Preventing radicalisation; Teenage relationship abuse; Sexting; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for Colleges and Colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites.

PHYSICAL ABUSE

The nature of 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. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* (e.g., shins). Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the College.

Indicators of physical abuse/factors that should increase concern include:

- Multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises—e.g., fingertip bruising (caused by being grasped); bruises around the neck and behind the ears—the most common abusive injuries are to the head;
- Marks indicating injury by an instrument—e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle;
- Bite marks; deliberate burning may also be indicated by the pattern of an instrument or object—e.g., electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;

- Recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

EMOTIONAL ABUSE

Definition of 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 valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their own views, deliberately silencing them or 'making fun' of what they say, or they communicate. These may include interactions or expectations which 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. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems, or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyber bullying), 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.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person—as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

Indicators of emotional abuse: Developmental issues include delays in physical, mental and emotional development; poor College performance and speech disorders, particularly sudden disorders or changes.

Behavioural indicators of neglect include: constant tiredness; frequent absence from College/lateness or arriving early at College/leaving late; missing medical appointments; being frequently unsupervised; compulsive stealing or scavenging, especially food and having destructive tendencies; running away.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); self-mutilation; suicide attempts; drug/solvent abuse; running away; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour (such as ricking, hair-twisting, thumb sucking).

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

SEXUAL ABUSE

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child—e.g., relatives, family friends, neighbours, babysitters, and people working with the child in College, faith settings, clubs or activities. 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 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 can be committed by anybody, including women and children as well as adult males. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage or an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions; who associate with other young people involved in exploitation; have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; who suffer from changes in emotional well-being; children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and regularly miss College or education or do not take part in education; staying away from certain people or avoiding being alone with someone; displaying sexual behaviour that is inappropriate for their age;
- Inappropriate masturbation or self-harm (including eating disorders) and an unwillingness to remove clothes when changing for PE etc.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including Cyber Bullying and grooming.

It is also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse.

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic—people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child—people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child’s environment—abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

Youth produced sexual imagery (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. The DfE provides [searching screening and confiscation advice for Colleges](#). The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published [sexting advice for schools and Colleges](#).

However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where a person under the age of 18:

- creates and shares sexual imagery of themselves with a peer under the age of 18 or sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance ‘Sexting in schools and Colleges: responding to incidents and safeguarding young people’. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate College staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been

harmed or is at risk of harm a referral should be made to Children’s Social Care or the Police as appropriate. Immediate referral at the initial review stage should be made to Children’s Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child’s development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Principal, to respond to the incident without escalation to Children’s Social Care or the police. The following should be noted:

UPSKIRTING typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.

NEGLECT is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy because 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. Far more children are registered to the category of neglect on Child Protection Plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage could address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns College staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is

important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: Constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Specific safeguarding issues: Our staff are informed of safeguarding issues, some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Our staff are clear as to the College's policy and procedures with regards to peer on peer abuse.

PEER-ON-PEER ABUSE

Our staff are clear as to the College's policy and procedures with regards to peer on peer abuse and we follow KCSIE and WTTSC. See the main text in section 11 of this policy

FEMALE GENITAL MUTILATION (FGM)

This 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.

Circumstances / symptoms that may point to FGM happening include:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a College absence/reluctance to undertake usual medical examinations; and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: 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 students, 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.

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, he or she should also still consider and discuss any such case with the College DSL and involve Children's Services 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.

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.

Indicators of Honour-based violence: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency Statutory Guidance on FGM (pages 59-61 focus on the role of Colleges and Colleges) and pages 13-14 of the Multi-Agency Guidelines: Handling case of forced marriage.

Actions if HBV is suspected: If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Services. In the social context of the College, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adult's words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 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 he or she cannot consent (if the child has learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Colleges and Colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of Colleges and Colleges. College and College staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

PRIVATE FOSTERING ARRANGEMENTS: A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential Colleges, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

The College recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Coventry Children's Services of the circumstances.

DOMESTIC ABUSE: The Home Office defines domestic abuse as: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality". Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship, they should inform the DSL who will consider a referral to Coventry MASH and/or the Police as necessary. If a student has disclosed witnessing domestic violence or it is suspected that the student may be living in a household that is affected by family violence, this will be referred to the DSL as a safeguarding issue. In circumstances where there have been 3 known incidents of domestic abuse, a referral must be made to Coventry MASH. In December 2015 a new criminal offence of coercive and controlling behaviour came into force in England and Wales. This means that repeated patterns of non-physical behaviour (emotional abuse and control) within relationships are now considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

BULLYING: Please also refer to our Anti-Bullying Policy that sets out our procedures to prevent bullying and to deal with it if it occurs within the College. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally to frighten into action or inaction.

Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.;
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm;
- Emotional: tormenting, ridiculing, humiliating, ignoring;
- Racial: taunts, graffiti and gestures; Religious / cultural;
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments;
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email.

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to College etc.; a marked drop off in performance at College;
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing him or herself an injury, attempted suicide that does not result in end of life or a successful attempt to end life resulting in death. Most self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at College or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement.

The signs of the distress the child may be under can take many forms and can include:

- Cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- Direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- Staying in an abusive relationship; taking risks too easily; eating distress (anorexia and bulimia);
- Addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm, staff should check whether the student has ingested anything or has anything on his or her person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

RADICALISATION: KCSIE define radicalisation as 'the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.' There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

APPENDIX 2 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and LSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

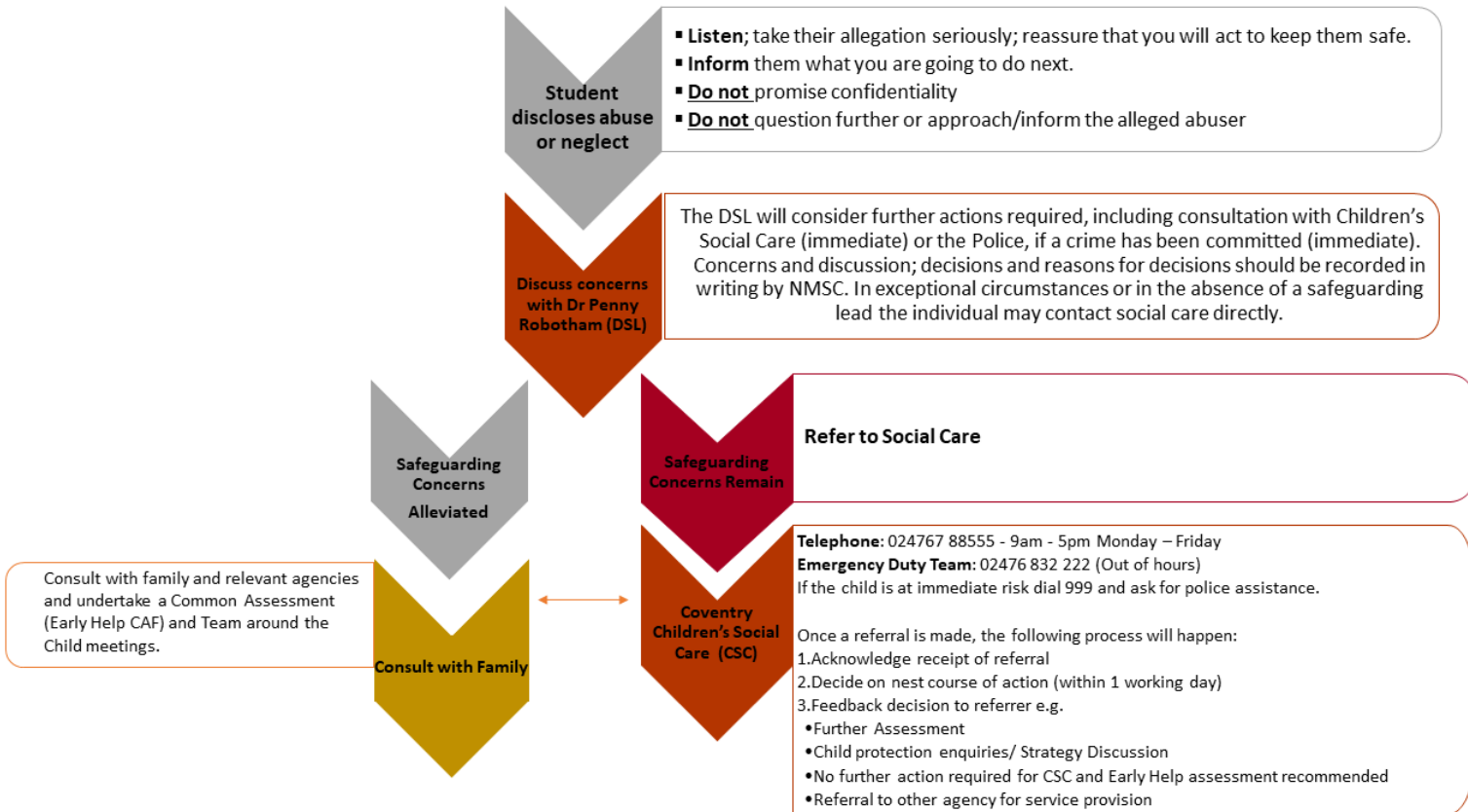
The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the College in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

**APPENDIX 3 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED
GUIDANCE FLOWCHART**

Member of staff has concerns about a child's welfare (including children in need and children at risk)





APPENDIX 4 - ALLEGATIONS AGAINST ADULTS/COLLEGE STAFF/VOLUNTEERS
Risk of harm to students GUIDANCE FLOWCHART

If you become aware that a member of staff/volunteer may have:

- *Behaved in a way that has harmed a child, or may have harmed a child;*
- *Possibly committed a criminal offence against or related to a child or*
- *Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.*

Report immediately to the Principal - Dr Andy Kemp 07825 346 354

Any concern or allegation against the Principal will be reported to the Safeguarding Governor or Chair of Governors:

Michael O'Sullivan – m.osullivan@natmatsci.ac.uk

unless there is clear evidence to prove that the allegation is incorrect, the Principal must:

Report the allegation within one working day to the Local Authority Designated Officer (LADO):

LADO: **Mark Goddard**

Telephone: **024 7697 5483**

[Online referral form](#)

Email: lado@coventry.gov.uk

Website: [Coventry Safeguarding Children Partnership](#)

The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is **NOT** met, the LADO will agree with you an appropriate response.

If the allegation threshold **is** met a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the LADO, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection.



APPENDIX 5 - A CHILD PROTECTION GUIDE - CUE CARD

We are committed to safeguarding and promoting the welfare of all at our College.
This code of good practice for staff and volunteers is designed for you to keep with you – **Carry it.**
This Code of Practice is intended to provide a readily accessible reference promoting the principles of our
Safeguarding and Child Protection Policy.

What happens if:

You suspect a student is being abused or neglected?

1. Immediately inform the Designed Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.

Do not investigate the issue yourself.

A student discloses to you abuse by someone else?

1. Allow the student to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the student that 'it is not their fault' and that they were right to tell you.
3. Record in the student's own words details of the disclosure and refer this immediately to the DSL.

Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself?

1. Immediately inform the DSL of the allegation.
2. Record and date the details of the allegation in writing.

Behavioural Guidance for staff at NMSC

Treat everyone with respect

Provide an example of behaviour you wish others to follow

Plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

Respect a young person's right to personal privacy

Provide access for young people to talk to others about any concerns they may have.

Recognise, and allow for, the special needs of young people with disabilities and learning difficulties

Encourage young people with disabilities and learning difficulties

Encourage students and adults to point out attitudes and behaviour that they do not like

Remember that actions can be misinterpreted by others

Respect the cultural, religious and ethnic backgrounds of others

Recognise that caution is required even in sensitive moments of counselling

Avoid situations that compromise your relationship with young people

Avoid inappropriate physical or verbal contact with young people

Do NOT permit abusive peer activities (e.g. bullying racism or others)

Do NOT judge or jump to conclusions about others

Do NOT show favouritism to any individual

Do NOT play physical contact games with young people.

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures



THE NATIONAL
MATHEMATICS AND
SCIENCE COLLEGE

Do NOT rely on good reputation

Do NOT believe 'it could never happen to me'

Do NOT interview or meet with children in private or outside of College

Do NOT let concerns or allegations of abuse go unrecorded

Addendum

COVID-19 school closure arrangements for Safeguarding and Child Protection at The College

1. Context

From 20th March 2020 the UK government asked parents to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of The College Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- 1. Context**
- 2. Key contacts**
- 3. Vulnerable children**
- 4. Attendance monitoring**
- 5. Designated Safeguarding Lead**
- 6. Reporting a concern**
- 7. Safeguarding Training and induction**
- 8. Safer recruitment/volunteers and movement of staff**
- 9. Online safety in College**
- 10. Children and online safety away from College**
- 11. Supporting children not in College**
- 12. Supporting children in College**
- 13. Peer on Peer Abuse**

2. Key contacts:

Designated Safeguarding Lead (DSL) Prevent Officer Designated Teacher for 'Looked After Children'	Dr Penny Robotham	p.robotham@natmatsci.ac.uk
Principal	Dr Andy Kemp	principal@natmatsci.ac.uk
Safeguarding Governor	Currently vacant Michael O'Sullivan (temporarily held by Chair of Governors)	m.osullivan@natmatsci.ac.uk
Deputy Designated Safeguarding Lead (DDSL) Deputy Prevent Officer	Miss Charlie Turner	c.turner@natmatsci.ac.uk
Deputy Designated Safeguarding Lead (DDSL) Deputy Prevent Officer	Mrs Tunde Warren	t.warren@natmatsci.ac.uk

3. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a College place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and DSL team) know who our most vulnerable

children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The College will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers for any looked-after children. We do currently have any student in this category.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and The College will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, The College or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The College will encourage our vulnerable children and young people to attend a College, including remotely if needed.

4. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The College and social workers will agree with parents/carers whether children in need should be attending College – The College will then follow up on any student that they were expecting to attend, who does not. The College will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, The College will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at College, or discontinues, The College will notify their social worker.

5. Designated Safeguarding Lead

The College has a Designated Safeguarding Lead (DSL), and a Deputy DSL team, named above under 'key contacts'

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing and logging green forms and liaising with the offsite DSL and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the College.

It is important that all The College staff and volunteers have access to a trained DSL (or deputy). Staff know to contact Penny Robotham and Tunde Warren in the first instance via email with any safeguarding concern.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the College Safeguarding Policy, the key difference now being that 'green forms' must be sent via email to Penny Robotham which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the College, they should follow the usual procedure and report the concern to the Principal.

Concerns around the Principal should be directed to Safeguarding Governor or Chair of Governors.

7. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing College staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter The College, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our College, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check, and has been in continuous service with that employer since the date of the DBS
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

8. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, The College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where The College are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The College will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The College will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing:

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or College, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The College will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. Online safety in and beyond the College

The College will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in College, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in The College code of conduct.

The College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The DSL has overall responsibility for ensuring an effective approach to online safety is taken by the College including for remote learning and within the boarding environment.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Where possible avoid 1:1 meetings – where not possible ensure line manager is aware of the meeting.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms authorised by The College to communicate with students, and must follow any agreed protocols in place
- Staff should record the length, time, date and attendance of any sessions held.

10. Supporting children not in College

The College is committed to ensuring the safety and wellbeing of all its children and young people including when they are away from College, for example learning remotely from home.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in College, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan is recorded on a google document shared between the SEN team and the DSL team and contains a live record of contact made. The Principal also has access to this document.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The College and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan is overseen regularly (at least twice weekly) by the DSL and where concerns arise, the DSL will consider any referrals as appropriate.

The College will share safeguarding messages on its website and social media pages.

The College recognises that College is a protective factor for children and young people, and the current circumstances can affect the mental health of students and their parents/carers. Teachers need to be aware of this in setting expectations of students’ work where they are at home.

The College will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

11. Supporting children in College

The College is committed to ensuring the safety and wellbeing of all its students.

The College will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

The College will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

12. Peer on Peer Abuse

The College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a College receives a report of peer-on-peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Safeguarding Policy.

The College will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded by the DSL and appropriate referrals made.