



Young Person Safeguarding Policy

Reaseheath College will provide a safe environment for young people by identifying individuals who are in need or likely to suffer significant harm and will take appropriate action to ensure such individuals are kept safe.

At Reaseheath College the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Paul Spearritt paul.spearritt@reaseheath.ac.uk	Mark Birkitt markb@reaseheath.ac.uk	Mike Gorton (Via Head of Governance) jackies@reaseheath.ac.uk

The named personnel with designated responsibility regarding allegations against staff/those working in the college are:

Designated Senior Manager	Chair of Governors (in the event of an allegation against the Principal)
Marcus Clinton Marcus.Clinton@reaseheath.ac.uk	Jane Cowell (via Head of Governance) jackies@reaseheath.ac.uk

Additional Responsibilities

Designated Lead for looked after children
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Joanne Kavanagh

Updated September 2023 to include key changes to *Keeping Children Safe in Education (September 2023)* guidelines and reference to the Ofsted Education Inspection Framework.

Approved by the Corporation 14 December 2023

SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of young people is defined for the purposes of this policy as:

- Protecting young people from maltreatment;
- Preventing impairment of a young person's health or development;
- Prevent young people from being drawn into extremist activities;
- Ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all young people to have the best outcomes.

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific young people who are suffering, or are likely to suffer, significant harm.

RATIONALE:

At Reaseheath College we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of young people. This policy demonstrates the college's commitment and compliance with safeguarding legislation.

Safeguarding and promoting the welfare of young people is **everyone's** responsibility. **Everyone** who comes into contact with young people and their families and carers has a role to play in safeguarding young people. To fulfil this responsibility effectively, all professionals in this college make sure their approach is young person-centred. This means that we consider, at all times, what is in the best interests of the young person. The term 'young person' (or children) includes everyone under the age of 18.

No single professional can have a full picture of a young person's needs and circumstances. If young people and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through their day-to-day contact with students and direct work with families, staff at our college have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Cheshire East or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children/young people. This responsibility also means that we are aware of the behaviour of staff in the college; we maintain an attitude of **'it could happen here'** where safeguarding is concerned. We also recognise our responsibilities under the Government's Prevent Duty for FE Colleges.

PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the young person is paramount;
- All young people regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection;
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a young person is at risk of harm or being drawn into extremism;
- Young people and staff involved in Safeguarding issues receive appropriate support;
- Staff adhere to a Code of Conduct and understand what to do if a young person discloses any allegations against College staff or the Governing Body;

- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- All staff understand that children/young people's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another; and
- The procedure for handling an allegation of abuse by a staff member.

The procedures contained in this policy apply to **ALL** staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Reaseheath College.

They have been developed in line with Cheshire East guidance and the Keeping Children Safe in Education Statutory Guidance.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff Code of Conduct. The safeguarding induction will cover online safety which details expectations, applicable roles and responsibilities in relation to filtering and monitoring, the role of the DSL, Keeping Children Safe in Education Part 1 and Annexe B, learner conduct policy, learner harassment and bullying policy and procedure and staff code of conduct (including whistleblowing and social media).

In addition, all staff are provided with at least Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE and Annexe B, and are required to sign to indicate that they have read and understood it. Annexe B contains important additional information about specific forms of abuse and safeguarding issues. College leaders and those staff who work directly with children should read Annexe B.

The Designated Safeguarding Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

TERMINOLOGY:

Safeguarding and promoting the welfare of young people refers to the process of protecting young people from maltreatment, preventing the impairment of a young person's health or development, ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all young people to have the best life chances.

Child Protection refers to the activity undertaken to protect specific young people who are suffering, or are likely to suffer, significant harm.

Extremism vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Staff refers to all those working for or on behalf of the college in either a paid or voluntary capacity.

Young Person refers to all young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – stepparents, foster parents, carers and adoptive parents.

Early Help: means providing support as soon as a problem emerges at any point in a young person's life, from the foundation years through to the teenage years.

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

CONTENTS

There are 6 main elements to the Policy:

- 1 **Prevention** – through the curriculum and pastoral support offered to students and through the creation and maintenance of a whole college protective ethos.
- 2 **Procedures** – for identifying and reporting cases, or suspected cases of abuse.
- 3 **Staff Roles and Responsibilities**
- 4 **Support for a young person** who may have been abused.
- 5 **Safer Recruitment and Professional Boundaries** – by following the DfE guidance in *‘Keeping Children Safe in Education’*, together with the college’s individual procedures.
- 6 **Governing Body Responsibilities**

1 PREVENTION

The college will establish an ethos where:

- 1.1 Young people feel secure in a safe environment in which they can learn and develop.
- 1.2 Young people know that there are adults in the college whom they can approach if worried or in difficulty.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and young people.
- 1.4 Importance and prioritisation is given to equipping the young person with the skills needed to stay safe: including providing opportunities for Personal, Social and Health Education throughout the curriculum and raising awareness of the dangers of extremism and radicalisation.
- 1.5 All staff are aware of college guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- 1.5 Young people develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- 1.6 Young people are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being or is drawing them towards behaviour that is extremist whilst supporting them in developing effective ways of resisting pressure.
- 1.7 Everyone feels comfortable and supported to draw safeguarding issues to the attention of the Safeguarding Lead and are aware of the procedure on appropriate questioning.
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and Cheshire East Safeguarding Childrens Partnership (or equivalent for other authorities) to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 It supports the aims of 'Working Together to Safeguard Children' and supports the Cheshire East Safeguarding Children's Partnership Continuum of Need to ensure young people receive the most appropriate referral and access provision; actively supporting multi-agency planning for those young people and, in doing so, providing information about the 'voice of the young person' and the young person's lived experience as evidenced by observations or information provided. Staff are aware that they must be prepared to identify those young people who may benefit from early help. If there are concerns about a young person's welfare that do not meet the thresholds of abuse the college will consider whether the early help approach should be considered. Staff are aware that early identification of concerns and the use of early help to develop a multi-agency plan for the young person can reduce the risk of subsequent abuse. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead, who will support in liaising with other agencies as appropriate.

- 1.10 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the college and curriculum.
- 1.11 Support and planning for young people in custody and their resettlement back into the college community is undertaken, where necessary, as part of our inclusive approach.
- 1.12 Our college is an Operation Encompass college, which means that we are able to give proactive support to those young people and their families where domestic abuse is identified. For example, via wellbeing support or counselling.
- 1.12 The College ensures arrangements for consulting with, listening and responding to young people.
- 1.13 Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what young people can be taught with regards to online teaching, remote learning and safeguarding.
- 1.14 We systematically monitor student welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary. We follow Cheshire East’s Multi-agency Practice Standards to ensure that our work, on behalf of our young people, is of a consistently good standard. We use these standards to challenge other workers on behalf of young people where the standards are not being met. The Principal and DSL are aware of the Cheshire East Escalation Procedure [Escalation \(cescp.org.uk\)](https://www.cescp.org.uk).
- 1.15 All staff are aware that young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, young people may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a young person. Staff determine how best to build trusted relationships with children and young people which facilitate communication whilst ensuring safer working practices.
- 1.16 There is a commitment to the continuous development of staff with regards to safeguarding training.
- All staff undertake Basic Awareness in Safeguarding training within the first term of their employment and receive regular updates and refresher training to enable them to understand and fulfil their safeguarding responsibilities effectively.
 - All staff receive safeguarding and child protection updates (for example, via email, ebulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard young people effectively.
 - In addition, the Safeguarding team staff receive regular training and updates on safeguarding practice and emerging concerns/themes relevant to the college context.
 - The DSL and Deputy DSL Team meet weekly to discuss escalated cases and emerging themes / concerns.
 - The Safeguarding Lead and Deputies attend Cheshire East delivered or approved Safeguarding training on an annual basis.
 - The Safeguarding Lead and Deputies communicate regularly with the relevant members of the Cheshire East Safeguarding Team, therefore enabling them to remain up to date

with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East.

2 PROCEDURES AND RECORD-KEEPING

Reaseheath College will follow Cheshire East's safeguarding procedures with reference to Cheshire East Recording and Reporting Guidance.

This Policy is updated annually, and changes are made in line with any new DfE guidance.

The college will ensure that:

- 2.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 2018, and General Data Protection Regulation (GDPR), ensuring that information is:
 - used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure.

- 2.2 Where a member of staff is concerned that a young person is in immediate danger or is at risk of harm they must report this to the Designated Safeguarding Lead, Deputy, or a member of the Safeguarding Leads Team without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this should be within two hours and **MUST** be within 24 hours. Timely, accurate recording of every episode/incident/concern/activity/action will be made including telephone calls to other professionals. Support and advice will be sought from the young person's Social Care or the Local Area Designated Officer, whenever necessary.

- 2.3 Conversations with a young person who discloses abuse should follow the basic principles:
 - believe what is being said. It is essential that students are taken seriously regardless of the circumstances
 - listen rather than directly question, remain calm
 - never stop a young person who is recalling significant events
 - never ask a young person if they are being abused
 - make a record of discussion to include time, place, persons present and what was said (young person's language – do not substitute words). If appropriate ask the learner to write it down, using their own words as much as possible. When the notes are complete, sign your name (and date it) immediately beneath the last line of text. Ask the learner to sign their name too.
 - do explain to the learner that you may have a **legal** obligation to pass this information on, to protect both them and possibly other members of the family and the public.
 - avoid coaching/prompting
 - never take photographs of any injury
 - never undress a young person to physically examine them
 - allow time and provide a safe haven / quiet area for future support meetings
 - at no time promise confidentiality to a young person or adult

- ultimately, all staff have the right to make a referral directly to the police or children's services and should do this if, for whatever reason, there are difficulties following the agreed protocols, e.g. they are the only adult on the college premises at the time, are unable to contact relevant staff, are on a residential trip or have serious concerns about sending a student home.
- all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing and kept confidential and stored securely

Staff are aware that they should not question the young person; other than to respond with TED - Tell me what you mean by that, Explain what you mean by that, Describe that. Staff will observe and listen, but do not probe/ask any leading questions.

- 2.4 We recognise that parents may hold key information about incidents/allegations therefore, in the majority of situations, the Designated Safeguarding Lead, or Deputy, will speak to parents to gain their consent to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Honour Based Abuse is a possibility/is suspected
- Extremism or radicalisation is suspected
- Country Lines activities are suspected

Staff are also aware that, even in situations where a parent does not give consent, the best interests of the young person are paramount and therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

- 2.5 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be securely scanned and stored confidentially in CPOMS, away from the main student file. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead. We ensure that information is transferred safely and securely when a student with a Safeguarding Record, moves to another institution that we are aware of. We also ensure that any Key Workers or Social Workers are notified where a student leaves the College (as appropriate). Records pertaining to staff are stored securely and confidentially, separately to incidents relating to young people. Access to these records is held, by the Director of People and Culture who is also a Safeguarding Lead.

- 2.6 There is always a Designated Safeguarding Lead or Deputy on hand who has the necessary seniority and skills, undertakes appropriate safeguarding training, and is given the time to carry out this important role.

- 2.7 In the case of a child protection referral or serious injury the Designated Safeguarding Lead, Deputy or member of the SL Team will contact Cheshire East Consultation Service (ChECS) and/or the Police without delay. Where a young person lives in a different authority the Designated Safeguarding Lead follows the procedures for that authority. Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however staff are aware that anyone can make this contact. Where a member of staff makes contact, they ensure that they make the Designated Safeguarding Lead aware as soon as possible.
- 2.8 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion, The Designated Safeguarding Lead will consult with Cheshire East Consultation Service (ChECS).
- 2.9 Staff in our college are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”.
- 2.10 Prevent Duty Procedures in addition to the above:
- The College will maintain regular contact with the regional Prevent Co-ordinator and Channel link Co-ordinator.
 - Should any member of staff have any concerns regarding a young person’s behaviour which would suggest that are displaying extremist tendencies the concern must be reported to the Designated Safeguarding Lead or Deputy.
 - The Designated Safeguarding Lead will report concerns to our designated Channel Coordinator.
- 2.11 Where an allegation of abuse is made against a member of staff the concern must be taken to the Designated Safeguarding Lead who will speak with the Local Authority Designated Officer (LADO) to discuss the next steps (supported by the Director of People and Culture). If the allegation is against the Designated Safeguarding Lead or the Director of People and Culture, the concern must be taken to the Principal. If the allegation is against the Principal, the Chair of Governors should be contacted immediately and advice from the LADO sought. If the allegation is against both Principal and Chair the LADO will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take. The Emergency Duty Team should be contacted outside normal working hours 0300 123 5022.
- 2.12 Where an allegation of abuse is made against a member of staff, a disciplinary investigation by the College will be conducted in accordance with the existing staff disciplinary procedures and as set out in Appendix 1 to this Policy, **only when any formal police or local authority investigations have been completed.**
- 2.13 We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.
- 2.14 As part of our whole college approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the college (including agency staff, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold, also known as low level concerns.

Low level concerns

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with young people
- having favourites
- taking photographs of young people on their mobile phone, contrary to college policy
- engaging with a young person on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating students.

Low level concerns will be reported in the same way as a concern in relation to concerns and allegations that meet the harms test i.e. to the Designated Safeguarding Lead, Principal if the concern is about the DSL or Chair of Governors if the concern is about the Principal.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the DSL, supported by the Director of People and Culture, will decide on a course of action (unless the concern is with the DSL or Principal as outlined above). This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The DSL will support the Principal in considering if there are any wider cultural issues in college, that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

2.13 Organisations or Individuals using College Premises:

- If the college receive an allegation relating to an incident that happened when an individual or organisation was using the premises for the purposes of running activities for children/young people (for example community groups, sports associations, or specific external service providers), as with any safeguarding allegation, we will follow safeguarding policies and procedures, including informing the LADO.

3 ROLES AND RESPONSIBILITIES

The college will ensure that every member of staff and person working on behalf of the college:

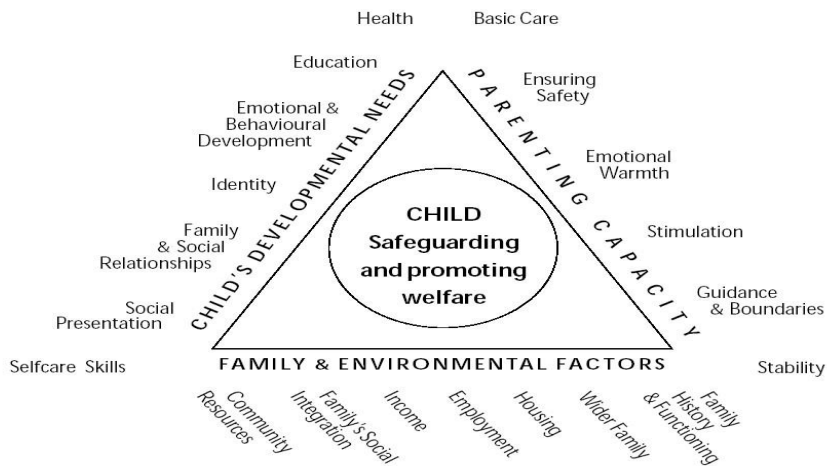
- 3.2 Knows the name of the Designated Safeguarding Lead and his/her role and responsibility.
- 3.2 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 3.3 Completes training at the point of induction (and receive child protection and safeguarding updates at least annually) so that they know:
their personal responsibility / code of conduct / teaching standards
 - Cheshire East Safeguarding Children's Partnership child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a young person who discloses significant harm
- 3.4 Knows their duty concerning the observation of unsafe practices in regard to young people by a colleague.
- 3.5 The Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need to know basis.
- 3.6 The college will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 3.7 The college will ensure that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- 3.8 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 3.9 Ensure that, where there are unmet needs, support is initiated.
- 3.10 Send representatives to case conferences, core groups and Child Protection review meetings.
- 3.11 Ensure that all employees of the College understand their responsibilities in relation to the Prevent Duty.
- 3.12 The College will undertake appropriate checks on staff during the recruitment process including DBS checks, online safety searches and risk assessments as appropriate.

4 SUPPORTING YOUNG PEOPLE AT RISK

The college will endeavour to support vulnerable young people through:

- 4.1 Its ethos which promotes a positive, supportive and secure environment; giving young people a sense of being valued.
- 4.2 Ensuring its policies and procedures protect all young people.

- 4.3 Liaison with other appropriate agencies which support the student.
- 4.4 Developing supportive relationships.
- 4.5 Recognition that young people living in difficult home environments are vulnerable and are in need of support and protection.
- 4.6 Monitoring young peoples' welfare, keeping accurate records and notifying appropriate agencies when necessary.
- 4.7 Allowing designated staff opportunity to attend face to face SCiES/ LSCB multi-agency training. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse etc).
- 4.8 Notifying key workers or social workers where a young person, identified as being at risk or in need, leaves the college (as appropriate).
- 4.9 The college acknowledges serious case review findings and shares lessons learned with all staff to ensure no young person falls through the gap.
- 4.10 The college knows how to identify and respond to:
 - Extremism and Radicalisation
 - Neglect
 - Drug/substance/alcohol misuse (both pupil and parent)
 - Child sexual exploitation / trafficked young person
 - Young person missing education
 - Domestic abuse
 - Peer relationship abuse
 - Risky behaviours
 - Sexual health needs
 - Obesity/malnutrition
 - Online safety including grooming
 - Inappropriate behaviour of staff towards young person
 - Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
 - Self-Harm
 - Female Genital Mutilation
 - Forced Marriage
 - Unaccompanied asylum seeking young person
 - Modern slavery
- 4.11 Staff have an understanding of the Framework of Assessment of Need and make decisions based on a young person's development needs, parenting capacity and family & environmental factors.



- 4.12 Staff have the skills, knowledge and understanding necessary to keep cared for young people (Looked after children) safe as we are aware that young people often become looked after as a result of abuse and/or neglect.
- 4.13 Staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in young people with special needs/disabilities. These barriers can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration;
 - young people with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

5 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The College pays full regard to DfE guidance 'Keeping Children Safe in Education' and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the college who is likely to be perceived by a young person as a safe and trustworthy adult. We do this by:

- 5.1 Operating safer recruitment practices; including highlighting the importance we place on safeguarding children/young people in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- 5.2 Ensuring that staff, contractors, volunteers, and any other regular visitors to the campus, adhere to a published code of conduct and other professional standards at all times, including out of hours activities, educational day trips and residential study tours. Staff are aware of social media/on-line conduct.
- 5.3 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education" and CE, LADO and HR Policy, procedures and guidance.

- 5.4 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with students and parents, following the Code of Conduct.
- 5.5 Supporting staff confidence to report misconduct.
- 5.6 Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children/young people (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- 5.7 Maintaining an accurate, complete, up to date Single Central Record.

6 GOVERNING BODY RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of young people in accordance with Government guidance. We ensure that all governors receive appropriate safeguarding and child protection training at induction, and receive an annual update. This ensures that they are equipped with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and robust.

The Governing Body have agreed processes which allow them to monitor and ensure that the college:

- 6.1 Has robust Safeguarding procedures in place.
- 6.2 Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the College site.
- 6.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- 6.4 Has a member of the Executive Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues.
- 6.5 Has a member of the Executive Team who is designated to take a lead on the coordination of the Prevent Duty compliance.
- 6.6 Takes steps to remedy any deficiencies or weaknesses regarding Safeguarding arrangements.
- 6.7 Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Principal; this is the Chair.
- 6.8 Carries out an annual review of the Safeguarding policy and procedures.
- 6.9 Receives an annual Safeguarding report to monitor compliance and to inform trends and actions.

6.10 Identifies a **Designated Governor** who is responsible for liaising with the Principal and the staff member with lead responsibility over matters regarding child protection, including:

- Ensuring that the College has procedures and policies which are consistent with the Young Person Safeguarding procedures.
- Ensuring that the Corporation Board considers the College policy on the safeguarding of young people each year.
- Ensuring that, each year, the College Board is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
- Ensuring good communications between the Local Authority Child Protection Partnership, the Police, and the College, and to assist in all enquiries.
- To assist in these duties, the designated Governor shall receive appropriate training.

OTHER RELATED POLICIES

The college takes safeguarding seriously and understands this policy is over-arching. The college also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of young people in the college. The policies are cited below.

- Safer Recruitment and Vetting Policy and Procedure
- Learner Harassment and Bullying Policy
- Student Charter
- Equality, Diversity and Inclusion Policy
- Code of Conduct for College Staff
- Safeguarding Adults Policy
- Whistle-blowing Policy
- Knives and other Sharp Objects Policy
- Student Substance Misuse Policy
- College Security Policy

Effective date	4 December 2023
Review Date	December 2024
Lead	Vice Principal Curriculum and Quality
Approved	Executive (4 December 2023) Ratified/approved (if applicable): Corporation 14 December 2023

Appendix 1 - REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word “staff” is used for ease of description.

1. Introduction

- In rare instances, staff of education institutions have been found responsible for young person abuse. Because of their frequent contact with young people, staff may have allegations of abuse made against them. The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.
- A member of staff may also have concerns about another member of staff. These concerns must be communicated to either the Principal, or to the designated Governor if they concern the Principal, or to the member of staff responsible for safeguarding young people (DSL). Where concerns arise with regard to staff, it is vital that the Local Authority responsibility for Safeguarding Children issues is included in discussions from the outset.
- The allegation should be reported immediately to the DSL unless the DSL or Principal is the person against whom the allegation is made, in which case the report should be made to the designated Governor or Principal (if allegation is against the DSL). The DSL (or Principal if the allegation is against the DSL) shall:
 - Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the DSL or Principal);
 - Record information about times, dates, locations and names of potential witnesses.

2. Initial Assessment by the DSL (or Principal/Designated Governor)

- The DSL shall make an initial assessment of the allegation, consulting with the Director of People & Culture and the Local Authority Designated Officer (LADO) as appropriate. Where the allegation is considered to be either a potential criminal act or indicates that the young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LADO.
- It is important that the DSL, or Director of People and Culture, does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.
- Other potential outcomes are:
 - The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be addressed in accordance with the College disciplinary procedures.

- The allegation can be shown to be false because the facts alleged could not possibly be true.

3. Enquiries and Investigations

- **With the exception of suspension pending investigation, which is a neutral act, the College shall hold in abeyance its internal enquiries while the formal police or the LADO investigations proceed; to do otherwise may prejudice the investigation.** Any internal enquiries shall conform to the existing staff disciplinary procedures.
- Child protection enquiries by the LADO or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The LADO and police have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.
- If there is an investigation by an external agency, for example the police, the DSL and/or Director of People & Culture should normally be involved in, and contribute to, the inter-agency strategy discussions. They are responsible for ensuring that the College gives every assistance with the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The DSL, or Director of People & Culture, will advise the member of staff that he/she should consult with a representative, for example, a trade union.
- Subject to objections from the police or other investigating agency, the DSL shall:
 - Inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve;
 - Ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve; and
 - Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- The DSL and Director of People & Culture shall keep a written record of the action taken in connection with the allegation.

4. Suspension of Staff

- Suspension should not be automatic. In respect of staff other than the Principal and Senior Post Holders (as defined in the College's Instrument and Articles of Government) suspension can only be carried out by the Principal. In respect of the Principal and Senior Post Holders, suspension can only be carried out by the Chair of Governors (or in his/her absence, the Vice Chair of Governors).
- Suspension may be considered at any stage of the investigation and pending investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to

alternatives, e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

- Suspension should only occur for a good reason. For example:
 - Where a young person is at risk
 - Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
 - Where necessary for the good and efficient conduct of the investigation

Prior to making the decision to suspend, the Principal (or Chair or Vice Chair of Governors) must not interview the member of staff concerned until there has been consultation with the Local Authority's Child Protection Services about how to proceed. To interview the member of staff concerned must meet with the approval of the appropriate agency from the Safeguarding Children Board. If the police are engaged in an investigation the officer in charge of the case should be consulted.

- The member of staff should be advised to seek the advice and/or assistance of their trade union and should be informed that they have the right to be accompanied by a trade union representative or a work colleague in accordance with the 1999 Employment Relations Act. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that if an interview is undertaken then this is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.
- During the interview, the member of staff should be given limited information as to why they may well be suspended. This will assist in not interfering with the investigation into the allegation.
- If the Principal (or Chair or Vice Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that they are suspended from duty. Written confirmation of the suspension shall be despatched as soon as possible and ideally within one working day.
- Where a member of staff is suspended, the Principal (or Chair or Vice Chair of Governors) should address the following issues:-
 - The Chair of Governors (or in his/her absence, the Vice Chair of Governors) should be informed of the suspension in writing.
 - The Corporation Board should receive a report that a member of staff has been suspended pending investigation, the detail given to the Corporation Board should be minimal.
 - Where the Principal or Senior Post Holder has been suspended, the Chair or Vice Chair of Governors shall report this to the Corporation Board and the Skills Funding Agency or its successor bodies within two working days or as soon thereafter as practicable.
 - Where the Principal or a Senior Post Holder has been suspended, the Chair or Vice chair of Governors will need to take action to address the management of the College.
- The parents/carers of the young person making the allegation should be informed of the suspension. They should be asked to treat the information as confidential and that suspending a member of staff is simply a neutral act in order to conduct a fair investigation into the matter; this does not mean the member of staff is necessarily guilty of what has been alleged.

Consideration will be given to informing the young person making the allegation of the suspension.

- Senior staff who need to know of the reason for the suspension should be informed.
- Depending on the nature of the allegation, the Principal (or Chair or Vice Chair of Governors) will consider with the nominated Governor whether a statement to the students of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.
- The Principal (or Chair or Vice Chair of Governors) shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The Safeguarding Children Board and external investigating authorities should be consulted.
- The suspended member of staff will be given appropriate support during the period of suspension. He/she will also be provided with information on progress and developments in the case at regular intervals.
- The suspension should remain under review in accordance with the college disciplinary procedures.

5. The disciplinary investigation

The disciplinary investigation will be conducted in accordance with the existing staff disciplinary procedures **only when the formal police or local authority investigations have been completed.**

The member of staff will be informed of:

- The disciplinary charge against them
- Their entitlement to be accompanied or represented by a trade union representative or work colleague in accordance with the 1999 Employment Relations Act

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension will be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

The young person making the allegation and/or their parents will be informed of the outcome of the investigation and proceedings. This will occur prior to the return to College of the member of staff (if suspended).

The Principal (or designated person) will give consideration to what information should be made available to the general population of the College.

6. Allegations without foundation

Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept, and consideration given to a referral to the Safeguarding Children Board in order that other agencies may act upon the information.

The DSL and Director of People & Culture shall:

- Inform the member of staff against who the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling/support;
- Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome;
- Where the allegation was made by a young person other than the alleged victim, consideration to be given to informing the parents/carers of that young person.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

7. Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, they should be informed about the College's statutory duty to inform the Secretary of State for Education under the Vetting and Barring Procedures as directed by the Independent Safeguarding Authority and in accordance with the 2006 Vulnerable Groups Act.

8. Monitoring effectiveness

Where an allegation has been made against a member of staff, the staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of Cheshire East Safeguarding Children's Partnership. Consideration should also be given to the training needs of staff.

Designated Safeguarding Lead	Paul Spearritt – Vice Principal Curriculum and Quality
Deputy Safeguarding Leads	Mark Birkitt – Head of Student Services Joanne Kavanagh – Head of Inclusive Learning Kay Munby – Safeguarding Manager Louise Woodman – Director of People and Culture
Our local contact numbers are:	
Safeguarding of young person concerns (<i>Young person living in Cheshire East</i>)	0300 123 5012 option 2 <i>Cheshire East Consultation Service</i> (Mon–Thurs 8:30am–5:00pm Friday 8:30– 4:30pm) 0300 123 5022 <i>Emergency Duty Team</i>

<p>Safeguarding of young person concerns (<i>Young person living in other Authorities</i>)</p>	<p>Access Team, Ellesmere Port – 0151 357 4500</p> <p>Birkenhead Central Wirral – 0151 604 3570</p> <p>Access Team, Cheshire West – 01606 275099</p> <p>Stoke-on-Trent Access Team – 01782 235100</p>
<p>Allegations against an adult working with young person</p>	<p>01270 685904/ 01606 288931 <i>Local Authority Designated Officer (LADO)</i></p>
<p>Police (<i>Emergency</i>) Police (<i>Non-Emergency</i>)</p>	<p>999 101</p>
<p>Regional Prevent Co-ordinator Regional Channel Co-ordinator</p>	<p>Claire Little (claire.little@education.gov.uk) Sandra Murphy – Head of Adult Safeguarding</p>

Staying Safe



UNIVERSAL

Young person and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)

- **RESPONSE:** - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.

TARGETED

Young person and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.

- **RESPONSE:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.

<p style="text-align: center;">COMPLEX</p> <p>Young person and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> • RESPONSE: Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead professional to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p style="text-align: center;">SPECIALIST Young</p> <p>person and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Young person's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> • Young person's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Young person's Social Care. • Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.
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If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS) ☎ Tel: **0300 123 5012 (Select option 2)** ☎ Tel: **0300 123 5022 (Emergency Duty Team for out of hours)**

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include unresponsiveness to, or neglect of a child's basic emotional needs.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Internal

	<p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone</p>
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Internal

Sexual Abuse

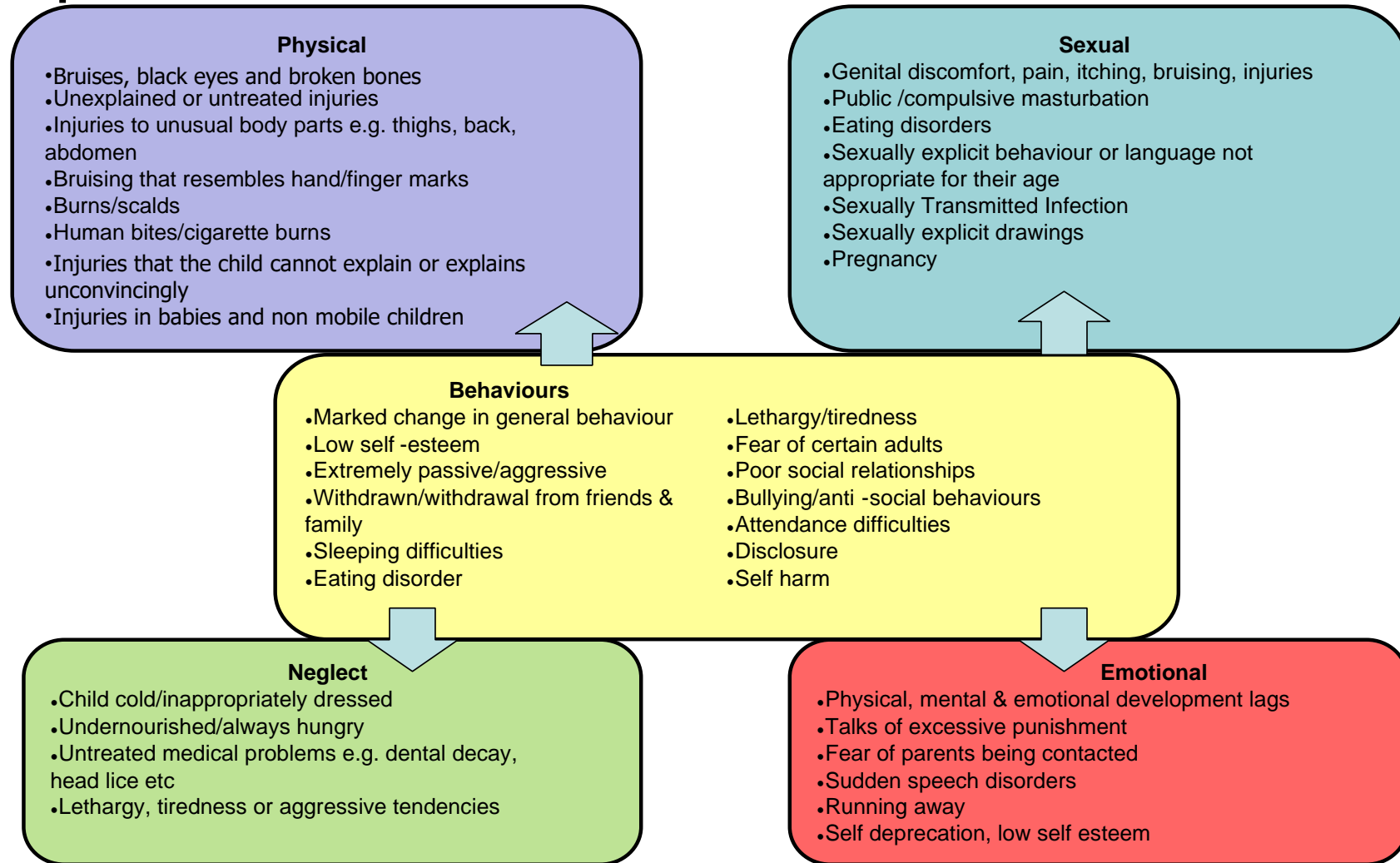
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or nonpenetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving young person in looking at/ in the production of sexual images/ activities, encouraging young person to behave in sexually inappropriate ways, grooming a child for abuse

Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children and young people

Symptoms of Abuse



Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

Tell me what you mean by that?

Explain that to me

Describe that....



Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Report to a line manager, or directly to the DSL, Deputy DSL or member of the Safeguarding Leads Team – See reporting flow.
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)

Records should be reviewed regularly and any new concerns should be added and responded to immediately.

DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO

Further forms of Abuse

Contextual Safeguarding

Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- they can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends

- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

Prevent, Radicalisation and Extremism

At Reaseheath College we recognise that young people may be susceptible to extremist ideology and radicalisation.

Reaseheath College adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2021) and seeks to protect young people against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to,

those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Young people may be susceptible to extremist ideology and radicalisation. Similar to protecting young people from other forms of harms and abuse, protecting young people from this risk is part of our college's safeguarding approach. We make use of a Prevent Duty Risk Register for this purpose.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The college community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

To raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the College's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

All staff and Governors have received training about the Prevent Duty and tackling extremism.

Reaseheath is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a young person may be susceptible to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a [Prevent referral](#) on the Cheshire East stopadultabuse.org.uk website (this could be about an adult and/or a child).

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020.

In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.

Curriculum staff will have regular direct contact with your students and may get to know them well. They may witness activity and behaviour or receive information which other staff are not privy to. They should use their professional judgement to decide when concerns should be referred to the safeguarding team. If in doubt concerns should be reported.

All staff and volunteers must report any safeguarding and Prevent concerns to the named staff responsible.

Identification of concerns might include, although this list is not exhaustive:

- Expression of views which are discriminately against protected groups or individuals
- Third party reports of concerns about behaviour e.g. plans to travel abroad or extremist activities
- Evidence of discriminately treatment of other groups or individuals
- Evidence of bullying behaviour or harassment
- Evidence of non-compliance with the providers expectations of behaviour
- Possessing, accessing extremist materials.
- Evidence of family concern about vulnerability to extremism
- Expression of extremist views including on Facebook.
- Use of extremist language
- Threats of violence

If your professional experience gives you concerns about the behaviour of individuals, then discuss this with a member of the safeguarding team.

Young People Missing from Home or Care

Young people who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that young people run away from conflict or problems at home or college, neglect or abuse, or because young people are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our college is aware of the Pan-Cheshire policy and procedures which can be found [here](#)

The association of chief police officers has provided the following definitions **Missing person is:** *'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'*

Absent person is: *'A person not at a place where they are expected or required to be.'*

Within any case of young people who are missing both push and pull factors need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a college we will inform all parents of young people who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

Child-on-child abuse / Sexual Violence

A recent [Ofsted investigation and report \(2021\)](#) found a very high prevalence of child-on-child abuse amongst school and college students with incidents often so common place teachers, support staff and leaders often do not report them. The report recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports. Types of abuse include:

- Being sent unsolicited images or videos containing explicit content
- Unwanted sexist or sexualised language
- Unwanted touching
- Controlling or coercive behaviour
- Sexual assault abuse or rape
- Bullying (including cyberbullying)
- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals

It is the College's responsibility to do everything within its power to prevent child-on-child abuse, and when it does happen, to have robust and effective strategies in place to identify, intervene, report and support, therefore it also falls upon every staff member to be aware of potential child-on-child/sexual abuse and take appropriate action. Measures include:

- Engaging in the College's safeguarding training and any additional CPD provided on understanding child-on-child/sexual abuse
- Being vigilant and aware of signs that abuse may be taking place
- Challenging any behaviour that may constitute abuse behaviour
- Taking opportunities to educate our learners in positive behaviours
- Reporting any concerns by following the College's safeguarding procedures

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less serious than adult abuse; they are aware that it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We ensure we apply the same thresholds.

Where sexual violence or sexual harassment between children is alleged then the college follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2023.

Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the college follows the UK Council for Child Internet Safety (UKCCIS) [Sharing nudes and semi-nudes: advice for education settings](#)

Trafficked Children

Human trafficking is defined by the United Nations, in respect of young people, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any young person transported for exploitative reasons is considered to be a trafficking victim.

As a college we are alert to the signs both for our young people and for their families.

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported;
- Looks malnourished or unkempt;
- Is withdrawn, anxious and unwilling to interact;
- Is under the control and influence of others;
- Lives in cramped, dirty, overcrowded accommodation;
- Has no access or control of their passport or identity documents; • Appears scared, avoids eye contact, and can be untrusting;
- Shows signs of abuse and/or has health issues.

For those young people who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the young person has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a young person i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding;

- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a young person is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a young person is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Domestic Abuse

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and young people and their families causing immediate harm as well as damaging future life chances.

As an Operation Encompass college, we are alert to the indicators of abuse, ensuring that we support our students in a proactive way.

Domestic abuse negatively affects children and young people. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and college and develop friendships.

To support our young people we:

- Have an ethos which puts young people's wellbeing at the heart of all that we do.
- Create a predictable college life with set routines.
- Ensure that rules and expectations are clearly stated and understood by all.

- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these young people to control their world when so much feels out of control for them.
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping young people learn not only what not to do, but what to do instead.
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that you follow through with any consequences or sanctions.
- Support young people to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately. (*A young person exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*).
- Understand that the young person may experience conflicting and confusing emotions when thinking of or talking about their parents.
- Create opportunities for young people to feel successful. Let the child/young person know that they matter; taking an active interest in them.
- Accept that they may not be willing or able to talk about it right away (if ever).
- Provide effective, non-verbal, systems for young people to access support.
- Provide reassurance that only people who need to know about the incident will know.
- Allow the young person, where necessary, to safely store work in college or shred it after completion when providing interventions.
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

Honour Based Abuse including Breast Ironing, FGM and Forced Marriage

Staff are aware of "Honour-based" Abuse (HBA) So-called 'honour'-based abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA" (KCSIE 2023)

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and forced marriage can affect both young men and women.

FGM

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or Sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse; it's dangerous and it is a criminal offence.

Female genital mutilation (FGM) is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other young people about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the young person out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence Reluctance to undergo normal medical examinations Asking for help, but may not be explicit about the problem due to embarrassment or fear.
- Prolonged absences/persistent unexplained absence from school/college
- Seek to be excused from physical exercise without the support of their GP
- Young person is not allowed to attend extra-curricular activities
- Close supervision of young person by family/carers

Tutors in our college are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police".

Members of our college community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

Forced Marriage

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child/young person to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children/young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

[Forced marriage resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Indications that a Young Person is at risk of Forced Marriage:

Staff should be aware of significant changes in the young person's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem.
- Self-harming, self-cutting or anorexia.
- Criminal activity e.g. shoplifting or taking drugs or alcohol.
- Declining performance, aspirations or motivation.
- Not allowed to attend any extra-curricular activities.
- Girls and young women may be accompanied to and from college.
- Attending college but absenting themselves from lessons.
- Stopping attendance at college.
- A family history of older siblings leaving education early and marrying early.

Breast ironing also known as "Breast Flattening":

This is a practice where girls as young as nine have their chests pounded by hot stones/implements to delay the start of puberty; the intention being to protect the child/young person from rape and sexual harassment. Sometimes the child/young person is forced to

wear an elastic belt around the area to restrict growth. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

Online Safety

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The college will therefore seek to provide information and awareness to students through:

- Curriculum activities involving raising awareness around staying safe online, including the safe delivery of Online Learning and staying safe in online learning spaces.
- Information included in letters, newsletters, web site
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

Sharing Nudes and Semi-Nudes

This form of abuse also includes underwear shots, sexual poses and explicit text messaging.

While sharing nudes can take place in a consensual relationship between two young people under the age of 18, the use of explicit images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sharing nudes and semi-nudes is an issue that requires awareness raising across all ages.

The college use age-appropriate educational material to raise awareness, to promote safety and deal with pressure.

Cyberbullying

Central to our College's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The College recognises that it must take note of bullying perpetrated outside college which spills over into the college and so we will respond to any cyber-bullying we become aware of carried out by students when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The college will pass on information to the police if it feels that it is appropriate or are required to do so.

Cybercrime: Preventing young people from getting involved

Young people are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cybercrime, we will consider each case individually as to any criminal act that may have been committed. The college will pass on information to the police if it feels that it is appropriate, or if it is required to do so.

Gaming

Online gaming is an activity that the majority of young people get involved in.

The college will raise awareness:

- By highlighting relevant resources.
- By making our young people aware of the dangers including of grooming and how to keep themselves safe
- By making our young people aware of how to report concerns

Modern Slavery including Trafficking

Modern slavery includes slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive, and force individuals into a life of abuse, servitude, and inhumane treatment. Children and young people (under 18 years) are considered victims of trafficking, whether they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported, or harbored for the purpose of exploitation.

Victims may:

- Look malnourished or unkempt
- Be withdrawn, anxious and unwilling to interact
- Be under the control and influence of others
- Live in cramped, dirty, overcrowded accommodation
- Have no access or control of their passport or identity documents
- Appear scared, avoid eye contact, and be untrusting
- Show signs of abuse and/or have health issues

Typical kinds of employment that victims may be forced into:

- Factories and farm work
- Restaurants, in particular fast food outlets
- Domestic service and hospitality
- Hand car washes and nail bars

Serious Violence

All staff are aware of indicators, which may signal that children/young people are at risk from, or are involved with serious violent crime. These may include increased absence

from college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children/young people have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Acronyms

The policy contains a number of acronyms used in the safeguarding. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSC	Children's Social Care	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.

KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC in CE Cared For Children	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC/PC4C	Previously looked-after children / cared for	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
TRA	Teenage Relationship Abuse	Abuse in intimate personal relationships between children known as teenage relationship abuse.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Safeguarding Disclosure Form

Step 1 – Where possible get the learner to a member of the Safeguarding Team immediately. If this is not possible, ask the student to STOP, explain that you will need to share your concerns with the College’s Safeguarding Team. Take the time to read the guidance on the form, then complete as fully as possible and return to the Safeguarding Team immediately. It is also vital that the student understands what happens next.

Learner’s Name:			
Learners’ mobile numbers:		Course & Tutor:	
Date and time of disclosure:		D.of.B	
Name and role of person raising concern:			
Name of any other witness to the disclosure:			
Names/ages of any other children that may be at risk (e.g. siblings, friends)			
Name of Parent/s/Guardian:			

Step 2 – Please record all conversations regarding the disclosure or concerns on this sheet only. PLEASE DO NOT ASK ANY QUESTIONS other than to clarify facts. NEVER ASK WHY. Please just write down what the learner says word for word (this may include slang, swearing and potentially graphic content) along with any responses you make. Please use the body map, where appropriate, to illustrate the location of any injuries. This sheet must be signed and dated in two places by the student and you. One at the bottom of the second page and one immediately after the last written word in the ‘details of concern’ box. This is done so that no other information may be added after your conversation has finished.

Please do not take any photocopies of your notes or put any notes about this on our systems. This disclosure form and all other notes must be handed to a member of the Safeguarding Team immediately.

<p>Details of Concern</p> <p>Where? When? What? Who (names ages of victim/perpetrator/parents/other children that may be at risk)?</p> <p>Behaviours? Injuries? Remember to use the learner’s words and facts only.</p>

<p>Sign after the last written word, use another form if necessary.</p>

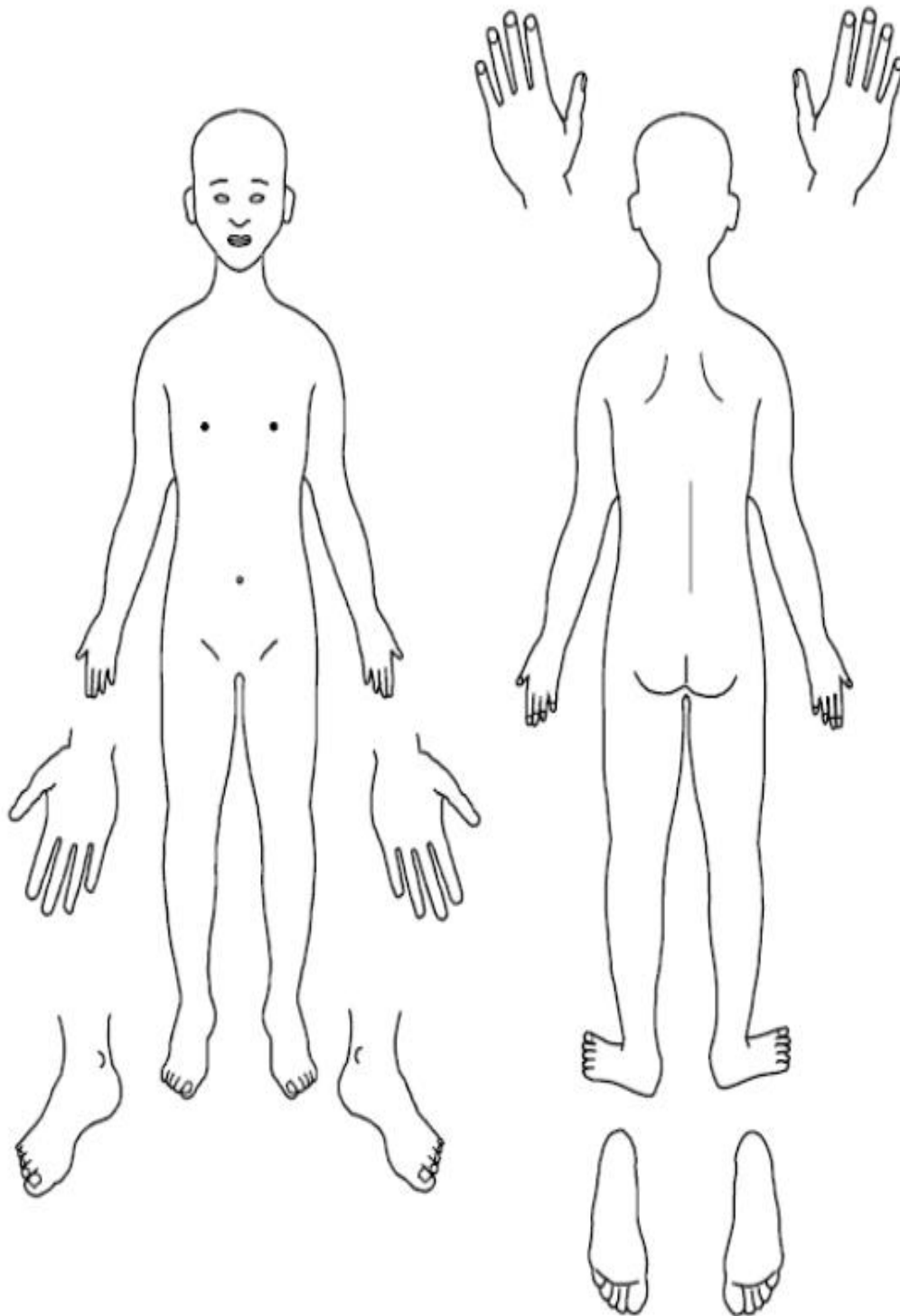
Step 3 – Please explain to the learner that you will need to share this form with the Safeguarding Team and they will probably need to discuss these concerns further with parents and possibly make a referral to Children’s Services or the Police. Where possible they will discuss this decision with the learner in advance and keep them informed of any decisions. The Wellbeing Team will be able to offer ongoing support to the learner. Please ask the learner to sign to confirm their understanding and that that the record is accurate.

Staff Name:	Signature:
Learner Name:	Signature:

Please return the form to a member of the Safeguarding Team IMMEDIATELY.

Actions Taken			
Date	Person taking action	Action taken	Outcome of action

Name and Designation of Safeguarding Staff receiving the disclosure:	
Signature	



Skin Map

Name of learner: _____

Date of birth: _____ Date of recording _____