

King Edward VI College

Stourbridge



Policy

Child Protection - Safeguarding

1 Policy Statement

1. King Edward VI College fully recognises its duty of care to young people and its responsibilities for child protection. The college is committed to safeguarding and promoting the welfare of all of its students both within the college environment and outside;
2. The governing body takes seriously its responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of young people and to work together with other agencies to ensure adequate arrangements within the college to identify, assess and support those young people suffering harm;
3. This policy has been developed in accordance with the principles established by the Children's Act 1989 and 2004 and the Education Act 2002. Specifically, the college's legal duties are defined by:
 - *Working Together to Safeguard Children March 2015*
 - Keeping children safe in education: for schools and colleges – July 2015
 - Keeping Children Safe in Education: information for all Schools and college staff July 2015
 - Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk/>)
4. This policy applies to all staff, governors and volunteers working at King Edward VI College;
5. We recognise that all adults, including temporary staff, volunteers and governors have a full and active part to play in protecting our students from harm and that our students' welfare is our paramount concern;
6. Abuse covers the categories of physical, emotional, sexual, and neglect and the definitions of harm cover health, development, ill treatment and significant harm (see Appendix 4);
7. Child exploitation, radicalisation and female genital mutilation (FGM) are serious child protection concerns and are covered by this policy (see Appendix 4);
8. The college recognises the additional vulnerabilities for Looked After Children (LAC) and has developed expertise amongst designated staff to support this group of students;
9. In this document the terms *student(s)* and *young people/person* apply to any person up to the age of 18 who is a student at the college.

2 Policy Aims

- 2 The purpose of this policy is to describe how the college aims to protect students from abuse and to outline the procedures to be followed in cases of suspected or alleged abuse. The aims of this policy are:
 1. To support students' development in ways that will foster security, confidence and independence;
 2. To provide an environment in which young people feel confident, safe, secure, valued and respected and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
 3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse or radicalisation;
 4. To provide a systematic means of monitoring students known or thought to be at risk of harm or radicalisation and to ensure we contribute to assessments of need and support packages for those young people;
 5. To emphasise the need for good levels of communication between all members of staff;
 6. To develop a structured procedure within the college which will be followed by all members of the college community in cases of suspected abuse or radicalisation;

7. To support students who have been abused or radicalised in accordance with his / her child protection plan;
8. To develop and promote effective working relationships with other agencies, especially the police and social care;
9. To ensure we practise safe recruitment through checking the suitability of staff and volunteers to work with students;
10. To ensure that all staff working within our college who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and that a single central record is kept for audit;
11. To ensure there are links with other safeguarding policies and procedures, for example, the student management policy, the student code of conduct, educational visits, the equality & diversity policy (covering all aspects of discrimination), the IT policy and the government's Prevent strategy.

3 Prevention

- 3
 1. The college aims to promote a positive, supportive and secure environment in which students feel respected and valued. The college recognises that high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults are important elements of prevention. The college aims to promote an ethos in which its students feel secure and are encouraged to talk and are listened to;
 2. The college recognises that safeguarding incidents could happen anywhere; consequently, all staff are trained to be alert to possible concerns being raised at this college;
 3. Because of our day-to-day contact with young people, college staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Therefore, we recognise the importance of:
 1. being alert to the possibility of abuse or radicalisation occurring;
 2. being aware of the procedures to be followed if there are suspicions that a young person may be at risk of or suffering significant harm or radicalisation; and
 3. having the confidence to follow procedures.
 4. The college has prevention procedures in place which:
 1. ensure that students know whom they can approach if they are worried or in difficulty, and what will happen when a disclosure is made;
 2. ensure that web filters are in place and that students are aware of e-safety issues and how to report any inappropriate on-line contact;
 3. ensure that parents and guardians have an understanding of the responsibility of the college and its staff for child protection by setting out its obligations in the college prospectus and on the college website;
 4. provide training and guidance for staff about avoiding situations in which allegations may be made against them. Specifically this will include training and guidance on working in one-to-one situations with students, and guidance on physical contact;
 5. adhere to the procedures for safeguarding for staff, the management of safeguarding, safer recruitment and allegations made against teachers and other staff as set out in 'Keeping Children Safe in Education' 2015;
 6. ensure that all staff, governors and volunteers undergo an enhanced DBS check on criminal background.

4 Protection

- 4 1. The college liaises closely with and follows procedures set out by the Dudley Safeguarding Children Board (DSCB);
2. Specifically, the college:
 1. has a Designated Safeguarding Lead (DSL) (Sarah Mackenzie – Assistant Principal (Student Support)) who is a senior member of staff appropriately trained by DSCB and other relevant agencies;
 2. ensures there is a designated governor responsible for child protection (Kath Jackson);
 3. ensures that every member of staff, including temporary and volunteer staff, and governors knows the name of the DSL and her role;
 4. ensures that every member of staff knows that s/he has an individual responsibility for referring child protection concerns to the DSL using the proper channels and procedures;
 5. ensures that all staff are aware that they may raise concerns directly with children's social care services;
 6. has a clear and up-to-date Staff Code of Conduct which is shared with all current staff and forms part of the induction training for new staff;
 7. provides a rolling programme of training so that all staff renew level 1 child protection training every three years to enable them to respond appropriately and sensitively to child protection concerns;
 8. has in place procedures for reporting cases or suspected cases of abuse or radicalisation;
 9. reports annually to the board of governors who oversees the child protection policy and procedures.

5 Support

- 5 1. The college provides appropriate support for:
 1. any student who may have been abused or radicalised;
 2. staff to whom a disclosure has been made;
 3. staff against whom an allegation has been made.
2. Specifically, the college:
 1. endeavours to support students through the development of a responsive and knowledgeable staff who are trained to respond appropriately to child protection situations;
 2. ensures that every member of staff is aware of the need to be alert to signs of abuse or radicalisation and knows how to respond to a student who may tell of abuse or radicalisation by providing training for all staff so that they know:
 1. their personal responsibility;
 2. college and DSCB procedures;
 3. the need to be vigilant in identifying cases of abuse or radicalisation;
 4. how to support a student who tells of abuse or radicalisation;
 5. how to respond to an allegation made against a member of staff.
 3. offers further support to students through liaison with support agencies as appropriate such as social services, counsellors, child and adult mental health service, and the education welfare service;

4. endeavours to support students through a commitment to develop productive, supportive relationships with parents wherever it is in the students' interests to do so;
5. provides appropriate support for staff to whom a disclosure has been made;
6. follows relevant statutory procedures when providing appropriate support for staff against whom an allegation has been made. The Principal will deal with allegations made against college staff. Allegations against the Principal will be referred to the Chair of Governors

6 Roles and Responsibilities of Governors and Governing Bodies

1. It is the responsibility of governing bodies to ensure that they comply with their duties under legislation;
2. The guidance, *Keeping Children Safe in Education* places statutory requirements on all governing bodies. Governing bodies are responsible for ensuring the college has adequate and effective policies and procedures in place and that training in college is effective;
3. Governors must take into account any guidance issued by the Secretary of State, any Local Authority guidance and locally agreed inter- agency procedures.

7 Training and Development

1. According to 'Keeping Children Safe in Education' (2015), the Principal and all other staff who work with children will undertake child protection training to equip them to carry out effectively their responsibilities for child protection. This will be kept up to date by refresher training at three yearly intervals for all staff.
2. The Principal, Vice Principal (Operations) and DSL will undertake advanced training every two years.

8 Information Sharing, Confidentiality and Record Keeping

1. We recognise that all matters relating to child protection are confidential. Every effort will be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a need to know basis only and will be co-ordinated and managed by the DSL;
2. While acknowledging the need to create an environment conducive to speaking freely, staff should make it clear to students who ask for complete confidentiality that in some circumstances this may not be possible. Staff must never give undertakings of absolute confidentiality. The student should, however, be assured that the matter will be disclosed only to people who need to know about it and that in the first instance this will be the DSL;
3. All staff must be aware that they have a professional responsibility to share information with other agencies, as directed by the DSL in order to safeguard young people;
4. Concern forms will be passed to the DSL who will maintain records in a secure place with restricted access to designated people in line with DSCB recommendations and data protection laws (i.e. that information is accurate, regularly updated, relevant and secure);
5. All verbal conversations should be recorded in writing and passed to the DSL;
6. It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the young person appropriately. If the young person resides in another borough, we will ensure that we liaise with the Local Authority in which the child resides;
7. If a student who is subject to a child protection plan leaves, their information should be transferred to the new educational provider immediately and the social worker should be informed.

9 Allegations against staff

1. All college staff should take care not to place themselves in a vulnerable position with a young person;

2. All staff should be aware of and follow the college's staff code of conduct, which includes guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers;
3. We understand that a student may make an allegation against a member of staff;
4. The college will follow the statutory guidance outlined in *Keeping Children Safe in Education 2014* 2015 and DSCB procedures for managing allegations against staff;
5. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal;
6. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) or Duty Independent Reviewing Officer;
7. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 9.6 above, without notifying the Principal first;
8. Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and personnel consultants in making this decision;
9. In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as in 9.8 above.

10 Policy Implementation, Review and Monitoring

1. Implementation will take place by ensuring this policy is discussed at governors' meetings and by ensuring that all staff are made aware of its existence.
2. This policy will be monitored and reviewed on an annual basis.

11 Appendices

- Appendix 1: Safeguarding Quick Guide for the Designated Governor
Appendix 2: Safeguarding Quick Guide for Staff
Appendix 3: Safeguarding Quick Guide for Students
Appendix 4: Signs of abuse



Safeguarding Quick Guide for the Designated Governor

Procedures

1. Maintain contact with the member(s) of the Senior Leadership Team with responsibility for Safeguarding:
 - Sarah Mackenzie Designated Safeguarding Lead (and Assistant Principal)
 - Jeremy Sheen Vice Principal (Operations)
 - Remley Mann Principal
2. Keep a copy of the college Child Protection - Safeguarding policy for reference;
3. Ensure that your basic safeguarding training is up to date; it must be renewed every three years;
4. Ensure that each year the governing body considers the college procedures on child protection: in the summer term at the meeting of Finance and General Purposes Committee, followed by a report to Board of Governors;
5. Ensure that each year the governing body receives a report on staff compliance with the policy and on training undertaken by staff in the spring term at the meeting of Board of Governors.

In the event of an allegation against a member of staff

1. Monitor the action taken by the college to investigate the allegation, making direct contact with the member of the Senior Management Team with responsibility for the investigation;
2. Be satisfied that appropriate measures are in place to safeguard students;
3. Be satisfied that appropriate measures are in place to safeguard the rights of the member of staff.

In the event of an allegation against the Principal

Take the lead role in managing the process of investigating the allegation, following the procedures set out in the college's Child Protection-Safeguarding policy.



Safeguarding Quick Guide for Staff

If a student confides in you:

1. Listen to what the student has to say without leading or prompting;
2. Make it clear to the student that you have a duty to report the conversation to the appropriate authority and you cannot promise confidentiality;
3. Do not offer an opinion or judgement except to say that you will report it;
4. Keep a detailed written note of your conversation, which should include full details of what the student says and be signed and dated by yourself. This note should be written either at the time of the conversation or immediately afterwards;
5. Report your concern immediately to the member(s) of the Senior Management Team with responsibility for Safeguarding:
 - Sarah Mackenzie Designated Safeguarding Lead (and Assistant Principal)
 - Jeremy Sheen Vice Principal (Operations)
 - Remley Mann Principal
6. Do not start any investigation of your own and do not discuss the matter with anyone other than those with a responsibility to investigate.

If you have a concern about a student's safety or welfare:

1. Make a detailed written note of your concern, sign and date it;
2. Report your concern immediately to the member(s) of the Senior Leadership Team with responsibility for Safeguarding – see above;
3. Do not start any investigation of your own and do not discuss the matter with anyone other than those with a responsibility to investigate.

Know your responsibilities:

1. Be familiar with and keep a copy of the college's Child Protection-Safeguarding policy and the Staff Code of Conduct for reference;
2. Ensure that your basic safeguarding training is up to date; it must be renewed every three years.



Safeguarding Quick Guide for Students

If another young person confides in you:

1. Listen to what they have to say without leading or prompting. Then, either talk to a member of staff to get their advice on how to proceed, or if you feel able, follow the guidelines below:
2. Make it clear to them that you have a duty to report your concern to the appropriate authority and that you cannot promise confidentiality;
3. Do not offer an opinion or judgement except to say that you will report it;
4. If possible, keep a detailed written note of your conversation;
5. Report the details of your conversation immediately to a member of staff, preferably directly to the member(s) of the Senior Leadership Team with responsibility for Safeguarding:
 - Sarah Mackenzie Designated Safeguarding Lead (and Assistant Principal)
 - Jeremy Sheen Vice Principal (Operations)
 - Remley Mann Principal
6. Do not start any investigation of your own and do not discuss the matter with anyone other than those with a responsibility to investigate.

If you have a concern about another young person's safety or welfare:

Follow procedures (4) and (5) above.

If you feel unsafe

Please speak to your Personal Tutor or another member of the college staff. Remember that all college staff are here to help and to support you.

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.