



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. This was where the guidance reinforced the message that all organisations working with children have a duty to help safeguard and promote their welfare (supplemented in 2004). Specifically, the College's legal duties are defined by:
 - Working Together to Safeguard Children July 2018
 - Keeping children safe in education: for schools and colleges – September 2020
 - Dudley Safeguarding People Partnership (DSPP) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk/>)
4. This policy applies to all members of the College community, including paid and unpaid staff, College governors, students, contracted and franchised staff. Everyone is responsible for safeguarding and promoting the welfare of young people and vulnerable adults and will be made aware of the Child Protection Safeguarding policy and procedures;
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 Children Looked After (CLA), and children with special educational needs or disabilities (SEND) and has developed expertise amongst designated staff to support this group of students (annex 4 has more detailed information);
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.
10. The College has people with specific responsibilities for safeguarding and child protection:
 - a. Designated Safeguarding Lead (including web safety) – Sarah MacKenzie (Assistant Principal)
 - b. Deputy Designated Safeguarding Lead – Heather Davies (Assistant Head of Student Support)

- c. Other staff with advanced safeguarding training – Remley Mann (Principal) and Jeremy Sheen (Vice Principal)
- d. Designated teacher with responsibility for Children Looked After – Stuart Parkes (Lead Tutor)
- e. Special Educational Needs Coordinator (SENCo) – Jo Preston
- f. Designated governor with safeguarding responsibility – John Hodt

2 Policy aims

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 their 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 Definition of Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection is defined as recognising abuse or neglect and acting on it and applies to a group of children who are experiencing abuse in their lives

Working Together to Safeguard Children (2018)

4 Prevention

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 (see annex 4 for more detailed information);
 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' 2020;
 6. ensure that all staff, governors and volunteers undergo an enhanced DBS check on criminal background.

More detailed information is available in Annex 4

5 Protection

1. The college liaises closely with and follows procedures set out by the Dudley Safeguarding People Partnership (DSPP);
2. Specifically, the College:
 - a) has a Designated Safeguarding Lead (DSL) (Sarah Mackenzie – Assistant Principal (Student Support)) who is a senior member of staff appropriately trained by DSPP and other relevant agencies;
 - b) ensures there is a designated governor responsible for child protection (John Hodt);
 - c) ensures that every member of staff, including temporary and volunteer staff, and governors knows the name of the DSL and her role;
 - d) ensures that every member of staff knows that they have an individual responsibility for referring child protection concerns to the DSL using the proper channels and procedures;
 - e) ensures that all staff are aware that they may raise concerns directly with children’s social care services;
 - f) 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;
 - g) provides a rolling programme of training so that all staff access child protection training at least annually to enable them to respond appropriately and sensitively to child protection concerns;
 - h) has in place procedures for reporting cases or suspected cases of abuse or radicalisation;
 - i) reports annually to the board of governors who oversee the child protection policy and procedures.

6 Specific protection measures

No member of the college community should bring any of the following items onto the premises.

Item	Exemptions
Alcohol	Individual staff may bring alcohol on site but not for consumption
Drugs	Over the counter medication can be brought onto site. Prescribed medication can only be held by the person to whom it has been prescribed
Items that could be used as weapons	Members of the Sikh community may be allowed to carry a kirpan with certain conditions. Please see annex 5 for further information

7 Support

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:
 - a) endeavours to support students through the development of a responsive and knowledgeable staff who are trained to respond appropriately to child protection situations;

- b) 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 alleged abuse or radicalisation by providing training for all staff so that they know:
- c) their personal responsibility;
- d) college and DSPP procedures;
- e) the need to be vigilant in identifying cases of abuse or radicalisation;
- f) how to support a student who tells of alleged abuse or radicalisation;
- g) how to respond to an allegation made against a member of staff.
- h) offers further support to students through liaison with support agencies as appropriate such as social services, counsellors, child and adult mental health services, and the education welfare service;
- i) endeavours to support students through a commitment to develop productive, supportive relationships with parents/guardians wherever it is in the students' interests to do so;
- j) provides appropriate support for staff to whom a disclosure has been made;
- k) 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.

8 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 2020* 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.

9 Training and development

1. All staff are required to sign to confirm that they have read and understood Part One and Annex A of *Keeping Children Safe in Education (2020)*. This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.
2. According to 'Keeping Children Safe in Education' (2020), 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 annual refresher training for all staff.
3. The DSL, Deputy DSL, the Principal and Vice Principal (Operations) will undertake advanced refresher training every two years.

10 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 coordinated 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. Concerns are raised securely with the DSL using the Child Protection Online Monitoring System (CPOMS) who maintains records with restricted access to designated people in line with DSCB DSPP recommendations and data protection laws (i.e. that information is accurate, regularly updated, relevant and secure);
5. All relevant interactions should be recorded in CPOMS with the DSL tagged which will alert the DSL to new information;
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.
8. The College has a confidential counselling service which is available to staff who are struggling to manage their own feelings following a disclosure or allegation. The designated safeguarding leads have access to termly supervision with a fully qualified, accredited supervisor.

11 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 2020* and DSPP 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.

12 Safeguarding in dramatic and dance performances and in coursework:

In keeping with the ethos of this policy's aims and prevention and protection measures, teaching staff and the Principal, as Head of Centre, will ensure that performances and coursework are suitable for the college setting and for the 16-19 age group. All content and themes of assessed performances and assessed coursework must be carefully considered within the context of the college's safeguarding duties and responsibilities.

13 Linked policies

This policy should be read in conjunction with the following college policies.

- Bullying and Harassment (students)
- Student Intervention
- Data Protection
- Recruitment of Staff
- Whistleblowing
- Alcohol and substance misuse (students)
- Staff code of conduct

14 Equality Impact

The College's equality, diversity and inclusion policy has been taken into account when considering this policy.

14 Annexes

- Annex 1: Safeguarding Quick Guide for the Designated Governor
 Annex 2: Safeguarding Quick Guide for Staff
 Annex 3: Safeguarding Quick Guide for Students
 Annex 4: More Detailed information on Safeguarding and Child Protection
 Annex 5: Guidelines for the authorisation of wearing a Kirpan
 Annex 6: COVID-19

Date of review	Date agreed	JCC	Governors	Review date	Comments
October 2020	November 2020	N/A	Board 18/11/2020	October 2021	Update May 2020 – COVID 19



Safeguarding Quick Guide for the Designated Governor

Procedures

1. Maintain contact with the member(s) of the leadership team with responsibility for Safeguarding:
 - Sarah Mackenzie Designated Safeguarding Lead (and Assistant Principal)
 - Heather Davies Deputy Designated Safeguarding Lead
 - 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 Quality and Standards 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 executive leadership 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.



King Edward VI College, Stourbridge

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 leadership team with responsibility for Safeguarding:
 - Sarah Mackenzie Designated Safeguarding Lead (and Assistant Principal)
 - Heather Davies Deputy Designated Safeguarding Lead
 - 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 record of your concern on the CPOMS system;
2. Report your concern immediately to the member(s) of the 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 annually.



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 leadership team with responsibility for Safeguarding:
 - Sarah Mackenzie Designated Safeguarding Lead (and Assistant Principal)
 - Heather Davies Deputy Safeguarding Lead
 - 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.

More Detailed information on Safeguarding and Child Protection

Understanding and identifying abuse and neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to.

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. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

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. It should be noted that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. 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.

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

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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)

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

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

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

Staff should contact the DSL to report suspicions.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

Therefore, 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:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss college

Staff should contact the DSL to report suspicions.

Children Looked After (CLA)

The College is required to have a named person responsible for looked after children (CLA). This person is Stuart Parkes (Lead Tutor) who is line managed by the DSL.

Statutory guidance from the Department for Education, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008 means that the governing bodies of maintained schools, academy proprietors and the designated staff member at maintained schools and academies must have regard to it when promoting the educational attainment of looked-after and previously looked-after children.

Safeguarding disabled children: practice guidance

Published in 2009, 'Safeguarding disabled children: practice guidance' is an important part of the guidance for everyone involved in safeguarding. Children with special educational needs and disabilities are at higher risk of harm than most children, yet keeping them safe can be more of a challenge. For children with the most profound difficulties, with little or no verbal communication and a need for intimate care, their vulnerability is extremely high.

Key issues for safeguarding children with disabilities include:

- social isolation
- reliance on others for personal care
- impaired capacity to resist or report abusive behaviour
- reduced access to someone to tell
- especially vulnerable to bullying and intimidation
- more frequently away from home, eg. in hospital, respite care or residential living

Online safety

The increased use of technology, especially mobile devices, is having a big impact on safeguarding issues. The use of these devices underpin activity relating to child sexual exploitation, radicalisation, bullying and other potential forms of harm. The College has web filtering in place to protect students through the Wi-Fi network and activity is continuously monitored and reported on, however, there can be no similar safeguards in place for activity on mobile networks or at home.

Students are taught about safeguarding and being safe online through the mandatory tutorial programme. This includes information on how and to whom concerns should be reported.

Creating or sharing sexual photographs or videos of anyone under the age of 18 is illegal, regardless of any supposed consent of the individual concerned. Where there are any suspected incidents of this occurring, the DSL should be contacted immediately and the appropriate investigations and notifications will be instigated.

Work to prevent and respond to concerns about radicalisation and extremism

The Counter-Terrorism and Security Act (2015) places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- advocating violence against people of other faiths or cultures
- attend extremist events or rallies outside college
- evidence of possessing illegal or extremist literature

Training is provided regarding recognising signs of radicalisation or extremism. If anyone has a concern or identifies any vulnerabilities, they should contact the Designated or Deputy Designated Safeguarding Lead who will respond to concerns and conduct an assessment or make a referral to an external agency if appropriate.

King Edward VI College, Stourbridge

Guidelines for the authorisation of wearing a Kirpan

Introduction

The College respects the rights of those that are observers of Khalsa Sikhism and those who observe the Sikh religion to wear a kirpan as a part of their religious beliefs. The purpose of this guidance is to provide an appropriate structure for authorising the safe wearing of the kirpan on college grounds and monitoring compliance with the guidelines.

This guidance applies to all members of the college community.

Background

Guru Gobind Singh, the founder of the Khalsa (community of Sikhs), instructed its members to wear five special signs to show that they were Sikhs. Known as the five Ks these signs are:

- Kesh (uncut hair),
- Kangha (comb),
- Kara (steel wristband),
- Kaccha (short trousers or underpants) and
- Kirpan (sword).
- Some Sikhs regard the Keski (Turban) as being one of Ks.

Each sign has a particular significance.

- Kesh is a symbol of spiritual strength and power and an acceptance of 'good will'.
- Kangha is a symbol of cleanliness and of a well-ordered life.
- Kara is a symbol of strength, unity, equality and justice and is worn by any child of a Sikh family.
- Kaccha is a symbol of high moral character, modesty and sexual morality
- Kirpan is a symbol of respect, justice and authority; it is a reminder that Sikhs are warriors.

However, the Kirpan is never used for offensive purposes.

A high level of loyalty and sacrifice for Sikhism is demanded from those wearing the five Ks. Self-discipline is considered to be of the utmost importance and a member of the Khalsa is expected to observe a strict code of conduct. It is not generally considered appropriate to wear one of the five Ks without wearing the other four. All members of the college community need to be aware of the significance and importance of these signs of an initiated Sikh.

Guidelines:

1. There should be no objection to the practice of wearing the five Ks on College grounds.
2. It is the responsibility of staff to have read and understood these guidelines
3. A letter from parents or religious leaders should be submitted to authorise the wearing of the Kirpan by confirming that a young person has been through the Amrit ceremony of initiation, and is therefore expected to wear the five Ks at all times.
4. In relation to health and safety, the Kirpan should:

- a. not be more than 15cm in length including the blade and handle
 - b. not have a blade of more than 7.5cm in length
 - c. always be sheathed and worn out of sight.
 - d. Should be sufficiently secured to render removal difficult, but not impossible
5. Anyone found wearing a Kirpan without the other four Ks, should expect to have it removed from their possession.
6. Modifications to a student's programme may be necessary, depending on the nature of the programme, where wearing the kirpan could inadvertently cause physical harm to the wearer or another individual during program activities or off campus college authorized activities.
7. The right to wear the Kirpan may be suspended if the guidelines are broken. Failure to comply with the guidelines will be dealt with through the Student Intervention policy or Staff Code of Conduct as appropriate.
8. The College reserves the right to periodically, in a private and sensitive manner, seek to verify that the limitations with regard to size, concealment and security of the Kirpan are being adhered to.

Context

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

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

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

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

Key Contacts

Role	Name	Email
Principal	Remley Mann	remley.mann@kedst.ac.uk
Vice Principal (Operations)	Jeremy Sheen	jeremy.sheen@kedst.ac.uk
Assistant Principal (Student Support) and Designated Safeguarding Lead	Sarah MacKenzie	sarah.mackenzie@kedst.ac.uk
Senior Tutor and Deputy Designated Safeguarding Lead	Heather Davies	heather.davies@kedst.ac.uk
Chair of Governors	John Hodt	john.hodt@kedst.ac.uk

Vulnerable Children

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

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

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

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

Members of the College Leadership Team, especially the Designated Safeguarding Lead (and her deputy) know who our most vulnerable children are. King Edward VI College staff will continue to work with and support vulnerable students. This includes working with and supporting children's social workers and the local authority including looked-after and previously looked-after children. The lead person for Children Looked After is Stuart Parkes.

There is an expectation that vulnerable students who have a social worker will access educational provision in some form, so long as they do not have underlying health conditions that mean they are unable to. In circumstances where a parent or guardian does not want their child to access their education, and their child is considered vulnerable, the social worker and King Edward VI College will explore the reasons for this directly with the parent or guardian and encourage our vulnerable students to attend college remotely.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. However, Personal Tutors will contact vulnerable students regularly, record communication and pass on any complex issues to their Lead Tutor. They will also record any safeguarding concerns and alert a safeguarding lead.

Lead Tutors will contact the parents/guardians of any students who do not respond and inform a safeguarding lead if further action is required.

Designated Safeguarding Lead

King Edward VI College has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Sarah MacKenzie

The Deputy Designated Safeguarding Lead is: Heather Davies

The Principal (Remley Mann) and Vice Principal Operations (Jeremy Sheen) have also received advanced safeguarding training.

The optimal scenario is to have a trained DSL (or deputy) available on site when college is open. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via telephone when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a member of the Executive Leadership Team will assume responsibility for co-ordinating safeguarding on site.

The DSL and her deputy will update and manage access to the child protection online management system (CPOMS) and, as required, liaise with students' social or key workers where they require access to children in need and/or to carry out statutory assessments at the college. It is important that all King Edward VI staff have access to a trained DSL (or deputy); therefore, on each day, staff will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, including remotely.

Reporting a concern

Where staff have a concern about a student, they should continue to follow the process outlined in the school Safeguarding Policy. This includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead or her deputy. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children in the college, they should report the concern to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally (if possible) and followed up with an email to the Principal.

Concerns about the Principal should be directed to the Chair of Governors: John Hodt

Safeguarding Training and Induction

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

All existing college staff have had safeguarding training and have read at least part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, they will continue to be provided with a safeguarding induction including the setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, King Edward VI College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019).

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

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

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

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

During the COVID-19 period, all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

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

Online safety in Schools and Colleges

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

Children and online safety away from college

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

King Edward VI College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. In addition, when teaching online, staff should adhere to the following regulations:

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred
- The live class should be recorded so that, if any issues were to arise, the video can be reviewed
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms provided by King Edward VI College to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in College

King Edward VI College is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in college, they should ensure that a robust communication plan is in place for that child or young person. This is recorded and any concerns must also be logged via CPOMS.

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

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

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

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

King Edward VI College recognises that education is a protective factor for children and young people and the current circumstances can affect the mental health of pupils and their parents/guardians. Teachers at King Edward VI need to be aware of this in setting expectations of students' work where they are at home.

King Edward VI College will ensure that, where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each student and recorded on CPOMS.

Supporting Children in College

King Edward VI College is committed to ensuring the safety and wellbeing of all its students.

King Edward VI College will continue to be a safe space for all children to attend and flourish.

The Principal will ensure that appropriate staff are on site and staff to pupil ratio

numbers are appropriate, to maximise safety.

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

King Edward VI College will ensure that where we care for children of critical workers and vulnerable students on site, we will ensure appropriate support is in place for them. This will be bespoke to each student and recorded on CPOMS.

Where King Edward VI College has concerns about the impact of staff absence, such as our Designated Safeguarding Lead or first aiders, we will discuss them immediately with the governing body.

Peer on Peer Abuse

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

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

The College will listen and work with the young person, parents/guardians and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.