

Safeguarding and Child Protection Policy

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Mission Statement

St John Rigby College is a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. In becoming an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will provide a unique and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

* Welcome all students who are happy to be educated within a Christian environment
* Value the uniqueness and dignity of each individual
* Provide the highest standards of teaching and learning
* All show a commitment to our work and the Christian values of the College
* Provide equality of opportunity, with mutual respect and positive encouragement
* Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

* Genuine concern for others
* Support for and challenge of one another
* High standards and expectations
* Consistency and perseverance
* Recognition of talents, progress and achievements

Policy Statement

Our commitment to ensure the protection and safeguarding of all students continues to be our highest priority. Updated guidance and new legal obligations are sought on an annual basis and the Designated Safeguarding Lead (DSL) will attend the Child Protection in Education National Conference every year. We commit to exceeding the current requirement for staff training every three years, by training and updating all staff annually, by accessing as appropriate the programme of training available through the Wigan Safeguarding Children Board and by providing Safeguarding and Child Protection training for all new staff to the College.

This policy has been written to inform staff about the College’s commitment to Child Protection and Safeguarding, and the timeliness and seriousness with which it responds to allegations of abuse.

This policy has also been revised and brought in line with statutory obligations to Safeguarding and the key publications:

1. The Children Act 2004: Every Child Matters: Change for Children
2. Working Together to Safeguard Children: A guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE, March 2013)
3. Keeping children safe in education (DfE, July 2015)
4. Dealing with Allegations of Abuse Against Teachers (DfE, October 2012)
5. The Teacher Standards 2012
6. Children’s Society Report: Safeguarding Young People 11 – 17
7. Safeguarding Matters – The Archdiocese of Liverpool Schools’ Department
8. National Counter Extremism and Radicalisation Strategy – CONTEST

Current Designated Safeguarding Leaders (DSL):

Peter McGhee (Principal – Deputy DSL)

Anne White (Director of Students – DSL)

1. Child Protection and Safeguarding Policy Statement

* 1. St John Rigby College fully recognises the importance of its responsibility to the wellbeing of its students and to the guidance it provides for its staff. We are committed to the contribution we can make and the leadership that we can provide in protecting and safeguarding young people by:

		+ Raising Awareness
		By informing staff, learners and visitors about the College’s continuing commitment to protecting and safeguarding learners and other vulnerable people.
		+ Prevention
		For all staff to be aware of the potential range of learner needs and to promote the College’s supportive and inclusive ethos and to promote a strong pastoral system, in which learners find staff approachable to enable communication of any problems which may be affecting their lives. The College has increased the level of e safety filtering and screening in line with it’s PREVENT duties.
		+ Protection
		By following agreed procedures, ensuring that staff are informed and aware of the College’s policies, guidelines and procedures, and are supported to respond quickly and appropriately and sensitively to Child Protection and Safeguarding concerns.
		+ Support
		By offering appropriate support to learners who have concerns about abuse and to College staff who support them.
		+ Collaboration

When working with young people from partner institutions it is the responsibility of that home institution to ensure that all Child Protection and Safeguarding legislation and procedures are ensured for their learners. This responsibility is with the College when our students are engaged in College activities off site.

1. Introduction – College Commitment
	1. This Policy applies to all College staff and to all learners, on site or off site. St John

 Rigby College is committed to promoting the safety, self-awareness and support of

 all its learners through clear lines of communication with all staff members.
 The College will therefore:

* + - Bring to the attention of College staff that there are recognised formal procedures to be followed when they become aware of an issue of concern relating to Child Protection or Safeguarding. This will be through the New Staff Induction Programme and annual training for all staff.
		- Provide clear operational guidelines for College staff which state what action should be taken where there is concern.
		- Ensure that Child Protection and Safeguarding concerns and referrals are handled sensitively and in line with the College and legislative obligations.
		- Ensure that staff receive annual training to develop their knowledge and skills when dealing with Child Protection and Safeguarding situations.
		- Ensure that the College Counsellor is afforded the time to meet with her external supervisor.
* Ensure that the DSL attends the National Conference annually.
* Promote the Wigan Safeguarding Children Board staff development programme so that it is accessed by staff on an annual basis.
	1. St John Rigby College is committed to the multi agency approach to Safeguarding and Child Protection.

The College will therefore:

* + - Ensure that Local Authority Safeguarding and Child Protection Policy is adhered to.
		- Ensure that the College Counsellor’s role is fully supported and understood in the context of Safeguarding.
* Ensure that partners working with our learners comply with this policy.
* Access training for staff via Wigan Local Authority and the Local Safeguarding Children Board (LSCB).
* Liaise with and establish effective working relationships with the Police, Public and Social Care Teams, and Local Safeguarding Boards.

* 1. The Children Act 2004 defines a child as a person under the age of 18 years and embraces the welfare of all children and young people. Child Protection and Safeguarding is the responsibility of all adults working with children and young people. The welfare and safety of all young people in the College is of paramount importance and, the College makes its legal responsibility with regard to issues of ‘child abuse’ and Safeguarding its highest priority.

The College therefore:

* Accurately maintains the Single Central Record of employees and any other professionals engaged in regulated activity with our students. The Principal is responsible for the Single Central Record and meets regularly with the HR Officer to ensure that it is maintained
* Teaches safeguarding including extremism and radicalisation and encourages all learners to become more self aware and recognise situations where they are potentially vulnerable.
* Ensures that information is brought to the attention of parents / guardians on behalf of students as appropriate e.g. ICT and e Safety, issues concerning their sons / daughters, area wide issues.
* Ensures that all staff are aware of College procedures regarding having visitors or contractors on site.
1. Handling Sensitive Information – Confidentiality

	1. College Policy on Confidentiality
	College staff cannot offer absolute confidentiality to learners when:

	There are clear situations where it is essential that staff share information with the Designated Safeguarding Lead (DSL)[[1]](#footnote-1)
* Where there is a possibility that there is or could be a risk of harm to any learners.
* Where there is a possibility that any sibling or any other child could be at risk of harm.

	+ - In situations when staff find themselves unsure about what action, if any, to take, they should discuss the situation with the DSL or Principal – Deputy DSL who will decide upon a course of action.
	1. Confidentiality Procedures
	Child Protection may raise difficult issues of confidentiality.

	All staff have a professional responsibility to share information regarding child abuse or potential abuse with the College’s DSL or Principal – Deputy DSL .

If a member of staff thinks that a learner is about to reveal abuse or a safeguarding

risk they must sensitively point out to the learner that they are willing to listen but

they have to inform someone else.

 Sometimes a learner may ‘blurt’ out details of abuse or a safeguarding risk, before

 the member of staff has a chance to explain their responsibility. In such a situation

the member of staff should inform the learner as soon as possible of what is likely to happen next and that they are duty bound to share the information with the DSL or Principal – Deputy DSL.

When information is passed on to the DSL or Principal – Deputy DSL , the Student Disclosure Record will be completed by the DSL or Principal – Deputy DSL with the member of staff. This record is proof that the member of staff has passed on the information and it is stored securely[[2]](#footnote-2) by the DSL or Principal – Deputy DSL with other referral documentation on the confidential student file.

* 1. Listening
	If the learner wishes to proceed then listen carefully, acknowledge the seriousness of the situation and let the learner know that you understand.

	Please ensure that you do not ask any leading questions which imply that something has happened. If you have to ask a question, ask short questions such as:

Where were you? What time? What did they say?

The main task at this time is to listen to the learner. When the learner pauses and seems to have said what is important to them, summarise accurately what they have said, in writing.
The learner should be assured that the matter will be discussed only with the people who ’need to know’ about it, i.e. Social Workers, The Duty Team, DSL or Principal – Deputy DSL and Police Officers who specialise in child protection.

Learners need to be advised as to what will happen next. Be honest about not knowing in detail what will happen as far as the other agencies or workers are concerned.

* 1. The Role of the College Counsellor

The College Counsellor, by nature of the role, works with students who are facing significant difficulties. It is College Policy that the College Counsellor must be a fully qualified BACP accredited counsellor and will offer specialist programmes of support and therapy. The Counsellor works closely with the DSL or Principal – Deputy DSL in order to continue to review and undertake appropriate procedures and best practise and to make safeguarding referrals to the DSL or Principal – Deputy DSL as appropriate.

1. Allegations of abuse against staff
	1. Any allegation of abuse of a young person by a member of staff made to another member of staff should should be passed on immediately. In the event of both the Principal(Deputy DSL) or the DSL being absent from College, advice about contacting them (without disclosing any details of the allegation) should be sought from the Principal’s PA or another member of the Senior Leadership Team.
	2. All allegations will be taken seriously. Details of any unsolicited comments will be recorded contemporaneously and, depending upon the nature of the allegation, advice will be sought from the Local Authority Designated Officer (LADO), Police or Social Services by the DSL or Principal – Deputy DSL.

	It is vital that any original notes made at the time and any subsequent written reports are kept for examination by investigating police officers. Such documents could play an integral part in any criminal proceedings. The original notes must be kept by the DSL or Principal – Deputy DSL.
	3. In some circumstances the allegations may be dealt with by other agencies and the College is bound by Child Protection and/or legal procedures. Where the investigation finds that the allegation is unfounded or is a matter for internal disciplinary action, the College’s own procedures will be followed.
	4. In accordance with local child protection procedures an external investigation by the police or social services department will take priority over an internal investigation by the College. An internal College investigation should not run alongside a police or social services enquiry, but should be held in abeyance pending the completion of the external investigation.

	If the DSL is the subject of the allegation the matter must be reported immediately to the Principal and if the Principal (Deputy DSL) is the subject of the allegation, the matter must be reported immediately to the Chair of the Governing Body.
	5. The Duty to Refer became a legal duty in October 2009. The conduct and / or conviction of the member of staff involved must be passed on to the Disclosure and Barring Service via the Local Authority Designated Officer (LADO). The DBS will decide whether to bar[[3]](#footnote-3) or not to bar. A decision to bar will afford a response period to the staff member during which the DBS will impose the category ‘minded to bar[[4]](#footnote-4)’.
	6. It is a criminal offence to employ someone who is barred (October 2009).
	7. It is a criminal offence to seek employment involving working with children if barred (October 2009)
2. Anonymity

5.1 Teachers are the only professional group in England who have legal anonymity.

Where a student, their parent, friend or another member of staff relating to a student makes an allegation against a teacher that a criminal offence has taken place, no information can be published that would lead to identification of that person before they are charged or summonsed. There is no such protection in law for support staff. Anonymity is removed when proceedings for the offence have been instituted (a summons or warrant issued or a charge made)

6. Reviewing and Monitoring Procedures

6.1 It will be the responsibility of the DSL or Principal – Deputy DSL to review and

monitor the procedures and to seek the advice of the Local Safeguarding Children Boards and Social Services area Protection Teams in bringing about changes in the agreed procedures.

1. Allegations – What to do if you are worried a Student is being Abused

College review procedures will be implemented.

\*Social Services will complete the S47

\*S47 will be implemented.

The DSL completes and sends the relevant External Referral form and a telephone call will be made to the Central Duty Team.

Pastoral and Counselling Services in College will continue to monitor the learner.

The referral may be made if other under 16s are in danger.

College review procedures will be implemented.

\*Social Services will complete the S47

The DSL will fill out and send the relevant External Referral form and a telephone call will be made to the Central Duty Team

The student agrees to referral to Social Care and Inclusion Branch or the Police.

The student does not agree to referral.

The student may receive counselling to enable them to make their decision about referral.

The student will be offered support, advice and counselling.

The DSL may seek advice from Child Protection and Local Social Care Teams or the Police.

It may not be necessary to take the case any further at this point. It may or may not be discussed with the Learner.

The DSL will discuss the case with the staff member and/or the Child Protection Team and/or the Learner. Any discussion is recorded on the Disclosure Record

Other disclosures, which may not be identified as one of the 4 types of abuse can be treated in the same way.

The student discloses welfare/abuse problems

This information is recorded on the Disclosure Record and signed by the DSL and the referrer.

You have concerns about a student’s welfare

## DSL = Designated Senior Lead – Director of Students

 \* S47: A section 47 enquiry means that social services must carry out an investigation when they have reasonable cause to believe that a child / young person living in their area has suffered or is likely to suffer significant harm. The DSL will make representations to Social Services as appropriate.

8 Recording Incidents of Abuse
The member of staff reporting the incident must complete the Disclosure Record, with the College DSL, to record in detail the allegation of abuse or safeguarding risk being made by the complainant.

The Disclosure Record and any additional notes or commentaries will also be used in consultations with the LADO, Social Services and / or the Police.

The record or its copy will be kept in a secure confidential file by the DSL.

The details of the allegations should not be discussed with any staff who do not need to know.

In the case of any uncertainty the College’s DSL will support the member of staff making the referral and will seek the advice of any other relevant professional.

Related Policies:

* Confidentiality and Disclosure of Information Statement
* Disclosure and Confidentiality Procedures
* Passing on Information Student Agreement
* Student Disclosure Record
* Staff Code of Conduct
* Staff Disciplinary Policy
* Child Protection and Safeguarding – Allegations against staff (Further guidance for safe working practice)
* Counselling Policy
* Learning Difficulty, Disability, Medical / Health Disclosure Procedure
* Dealing with Allegations of Abuse Against Staff Procedures
* Educational Visits Policy
* Preventing Extremism and Radicalisation Policy
* Extremism and Radicalisation Risk Assessment

Appendix 1

Types of Abuse and Neglect

*Taken from ‘Keeping Children Safe in Education (DfE, April 2014)*

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 personto 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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

* Child sexual exploitation (CSE)
* Bullying including cyber bullying
* Domestic violence
* Drugs
* Fabricated or induced illness
* Faith abuse
* Female genital mutilation (FMG)
* Forced marriage
* Gangs and youth violence
* Gender based violence / violence against women and girls (VAWG)
* Mental health
* Private fostering
* Radicalisation
* Sexting
* Teenage relationship abuse
* Trafficking

Appendix 2

**Statutory Framework**

**The Roles and Responsibilities of all those working in the education services are clearly defined in “Working Together to Safeguard Children”(DfE March 2013).**

Section 10 of the Children Act 2004 (duty to cooperate) requires each local authority to make arrangements to promote cooperation between the authority, each of the authority’s relevant partners and such other persons or bodies working with children in the local authority’s area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority’s area which includes protection from harm or neglect

Section 175 of the Education Act 2002 (duty to safeguard and promote welfare and regulations), places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out below. In addition schools and colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.*

**Colleges should:**

* have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:
* a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
* a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements;
* a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
* arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
* a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
* safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
* appropriate supervision and support for staff, including undertaking safeguarding training:
* employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
* staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child’s safety or welfare; and
* all professionals should have regular reviews of their own practice to ensure they improve over time.
* clear policies in line with those from the Local Safeguarding Children’s Board for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
* behaved in a way that has harmed a child, or may have harmed a child;
* possibly committed a criminal offence against or related to a child; or
* behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Appendix 3

Safeguarding Calendar

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Students** | **Parents** | **Staff** |
| **September**  | Year 12 assemblies – Standards and Expectations and introductions to key personnelSupport for Students marketed | New Parents’ Evening – meeting the Personal Tutor on a 1-1 basisParent Guide sent home to parents and carers | Epipen, CPR and Defibrillator trainingNew Staff Induction, Safeguarding, Child Protection, Extremism and Radicalisation, Support for Students, Equality and Diversity.Reissue ‘Keeping Children Safe in Education’ (July 2015) – staff to read and sign for.WSCB Child Protection and Safeguarding training commences – see schedule which continues across the academic year |
| **October** | Additional filtering and screening software implemented to help counter extremism and radicalisation |  | Extremism and Radicalisation on line training completed by all new staff and absentees from the whole staff training event in March 2015Director of Students / DSL attends the Child Protection in Education National ConferencePrevent Risk Assessment written and published |
| **November** | Safeguarding Assemblies for all Year 12 students including all types of abuse and extremism and radicalisation |  | Shielding Policy updated annually |
| **December** |  |  | Extremism and Radicalisation on line training undertaken by all staff as updates/ refresher |
| **January** | Extremism and Radicalisation lessons in VFL – all students | Extremism and Radicalisation leaflet sent to all parentsLA Director of Children’s Services letter regarding Guidance for Parents Recruiting Home Tutors sent to all parents and posted on the web site | Safeguarding and Child Protection Policy updated annually |
| **February** |  |  | Safeguarding Forum at Loreto College Manchester attended by the Director of Students / DSLExtremism and Radicalisation on line training completed by Governors at the annual strategic planning conferenceDirector of Students / DSL delivering a Safeguarding Training session to other SEND post 16 providers in the area vie Wigan LA  |
| **March** |  |  |  |
| **April** |  |  |  |
| **May** |  |  | Child Protection and SafeguardingAllegations against staff(further guidance for safe working practice) updated annuallyPreventing Extremism and Radicalisation Policy updated annually |
| **June** |  |  | Staff Inset Programme includes annual Safeguarding Training |
| **July** |  |  |  |

1. Where this policy refers to the DSL, in the case of absence of the DSL from College, the Principal will be the first point of contact. [↑](#footnote-ref-1)
2. Storage and Access: Disclosure information is held separately in a lockable, non-portable storage container with access strictly controlled and limited to the Chair of Governors, Principal and the DSL. The Principal holds the second key for use in the absence of the DSL. [↑](#footnote-ref-2)
3. To ‘Bar’ means that the ISA has considered the reported allegation and has decided to remove that person from the ISA list and therefore their suitability to be employed in regulated activity. [↑](#footnote-ref-3)
4. ‘Minded to Bar’ is where time is allowed, for the individual against whom the allegation is made, to prepare their counter to the allegation and therefore isn’t yet barred. [↑](#footnote-ref-4)