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| Runshaw Logo Colour | | |
| POLICY TITLE: Child and Vulnerable Adult Protection Policy | | |
| APPROVED BY: Governors | AUTHOR: Janet Hodgson – Head of Learner Support | |
| POLICY OWNER: Michelle Brabner | POSITION: Deputy Principal | VERSION: 10 |
| LAST UP-DATED: August 2015 | REVIEW DATE: August 2016 | |
| IMPACT ASSESSMENT DATE: August 2015 |

1. **Introduction and Purpose**

This policy defines the responsibilities, processes and procedures relating to the protection of children under the age of 18 and those over 18 who are considered to be vulnerable adults.

#### Scope

This policy covers the responsibilities for reporting and recording incidents, and college procedures that will be followed following disclosure.

##### Statutory Obligations

The College recognises its statutory obligations to safeguard and promote the health and welfare of children/young people and vulnerable adults. This document offers guidance and outlines procedures that should be followed in all cases of suspected abuse and situations of serious risk.

This policy updates all previous policies and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

* Lancashire Safeguarding Children Board ‘Safeguarding Children Procedures’ (May 2015)

<http://panlancashirescb.proceduresonline.com/index.htm>

* Keeping Children Safe in Education (KCSIE ) (DfE 2015) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
* Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

* What To Do If You’re Worried A Child Is Being Abused (DfE 2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

* Disqualification under the Childcare Act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

#### Other Related Policies and Codes of Conduct

* Attendance Policy
* Data Protection Policy
* Dealing with Allegations of Abuse made against Staff, Volunteers and Governors Policy
* Events,Trips & Residential Policy
* Fitness to Study and Special Admissions Policy
* Guidelines on Professional Practice
* Health, Safety and Wellbeing Policy
* IT Access, Usage & E-Safety Policy
* Learning in the Workplace/Work Placement Policy and Procedures (+19)
* Prevent Policy
* Recruitment and Selection Policy
* Recruitment of Ex-Offenders Policy
* Safer Recruitment and Engagement Policy
* Staff Code of Professional Conduct
* Learner Harassment and Bullying Policy
* Volunteering Policy
* Work Placement Policy (16-18)

1. **Definitions**

**Abuse** - to hurt or injure by maltreatment, to force sexual activity on, to cause upset through the use of coarse or insulting words.

**Child** – any person under the age of 18.

**Disclosure and Barring Service** (DBS) - an executive agency of the Home Office which vets applications for people who want to work with children/young people and vulnerable adults.

**Designated Safeguarding Lead** (DSL) – a member of staff responsible for child and vulnerable adult protection.

**Local Authority Designated Officer** (LADO) – the person responsible for managing allegations against people who work with young children/or vulnerable adults.

**Vulnerable Adult** – any person of 18 years of age or older who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or be unable to protect him or herself against significant harm or exploitation.

#### Policy

* 1. Runshaw College holds as one of its highest priorities the health, safety and welfare of everyone involved in activities that come under the responsibility of the College. Examples include, events, external guest speakers, trips, residential and work placement.
  2. The College has a duty to ensure that staff and volunteers fulfill their responsibilities to prevent child and vulnerable adult abuse and to report any abuse discovered or suspected.

6.3 The College’s child protection and vulnerable adult arrangements are included in the induction programme for new staff and differentiated Child Protection training is part of the College professional development programme. As part of induction, all staff and volunteers, will be given a copy of the college safeguarding Induction pack.

#### The College will advise parents/guardians/carers of learners under 18 of the existence of the College's Child Protection and Vulnerable Adults Policy and associated procedures, and the fact that this may require cases to be referred to the investigative agencies in the interests of the young person.

* 1. The College will work with appropriate local agencies, and in particular the Local Safeguarding Children’s Boards, Child and Adult Social Care Services and the Police Child Protection Team, to ensure that children and vulnerable adults are safeguarded through the effective operation of the College's child protection and vulnerable adult protection procedures.
  2. The College recognises that any child or vulnerable adult can be subject to abuse and all allegations of abuse will be taken seriously and treated in accordance with the College’s procedures.
  3. The College recognises that it is the responsibility of all staff to act upon any concern no matter how small or trivial it may seem.
  4. The College recognises its responsibility to implement, maintain and regularly review the procedures that are designed to prevent or notify suspected abuse.
  5. The College requires all staff to follow the policy on child and vulnerable adult protection, which is included in this policy document.
  6. The College is committed to supporting, resourcing and training those who work with, or who come into contact with, children and vulnerable adults and to providing appropriate supervision.

#### Designated Safeguarding Lead

7.1 The senior member of the college’s leadership team with lead responsibility for child and

vulnerable adult protection issues is:

Michelle Brabner

Deputy Principal

Room M022

Langdale Rd

Tel: 01772 644377

7.2 The Designated Safeguarding Lead (DSL) with responsibility for child and vulnerable adult protection issues is the Head of Student Support who is responsible for co-coordinating action within the College and liaising with other agencies is:

Janet Hodgson

Student Support Manager

Room L405

Langdale Rd

Tel: 01772 644377

7.3 In the absence of Janet Hodgson, Liz Carthy will act as the DSL for child and vulnerable adult protection issues:

Liz Carthy

Counsellor

Room L406

Langdale Rd

Tel: 01772 644377

7.4 There are also four other members of the Senior Management Team (SMT) and one of the college counsellors and 2 other CMT members who are DSL trained and form, with the other DSLs, and the safeguarding referral co-ordinator the College Safeguarding Team.

7.5 The DSLs know:

* how to identify the signs and symptoms of abuse and when to make a referral
* the Local Safeguarding Children’s Board’s child protection procedures and multi-agency adult protection procedures and the child and vulnerable adult protection manager's role within them
* the role and responsibilities of the investigating agencies and how to liaise with them
* the requirements of record keeping.

They will also:

* follow the laid down procedures
* report allegations and suspicions to Children’s and Adult Social Care Services
* notify, as appropriate, the Principal as soon as practical, and in any event within 24 hours
* keep a record of allegations reported to them
* act as a pivot for information and advice, relating to abuse or potential abuse for those under 18

or those over 18 who are considered to be ‘vulnerable adults’.

7.6 In the case of a report involving school pupils under the age of 16 attending college, the DSL will liaise with the relevant school and ensure that appropriate arrangements are in place to safeguard the children.

#### Categories of Abuse

8.1 There are various categories of abuse:

* + Emotional Abuse
  + Faith
  + Neglect
  + Physical Injury
  + Sexual Abuse
  + Significant Harm

8.2 Additional forms of abuse relevant to vulnerable adults are:

* Financial Abuse
* Discriminatory abuse

Children can be exposed to a range of issues, whether that be in their home environment or communities, examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, children vulnerable to violent extremism (radicalisation), female genital mutilation, honour based violence, child sexual exploitation and gang activity, then children also be particularly vulnerable and in need of support or protection. The procedures relating to these issues and others are detailed in the LSCB procedures.

**Keeping Children Safe in Education in Part 1, lists a range of specific safeguarding issues and these are encompassed in Lancashire Safeguarding Childrens Board Procedures, within section 5 (Children in Specific Circumstances) -:**

8.3 Child Sexual Exploitation (CSE)

Sexual exploitation of children under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child’s limited availability of choice resulting from their social/economic and/or emotional vulnerability”

Staff will raise awareness around positive healthy relationships via the curriculum and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns regarding CSE will be reported to the DSL who will follow the LSCB procedures

8.4 Female Genital Mutilation(FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child/young person abuse with long-lasting harmful consequences.

Professionals in all agencies including colleges, 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.

From, October 2015, it is a legal requirement that all college staff who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 will immediately report this themselves to the police. Unless they have a good reason not to, they should still discuss any such case with the college’s designated safeguarding lead and involve children’s social care as appropriate. (Statutory duty to report from October 2015 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

8.5 Forced Marriages

Forced marriage is different from, and should not be confused with, an arranged marriage. To force a person to marry someone against their will is abuse and a criminal offence. If you suspect that a learner is being placed in a potential forced marriage position refer to the DSL immediately.

8.6 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. College staff will use their professional judgement in identifying children who might be at risk of radicalisation and refer to the DSL for advice and guidance. Further information can be found in the college’s Prevent policy.

#### Governing Body Responsibilities

The Governors of Runshaw College have a responsibility to ensure:

* There is a clear accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of childrenand vulnerable adults.
* There is a Designated Governor, who is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against senior managers. This is the Principal for Senior Managers and the Chair of Governors, for allegations made against the Principal.
* A child and vulnerable adult protection policy is in place and available and is communicated to all staff – including temporary staff and volunteers on induction. The policy is in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the LSCB, is updated annually, and available publicly via the college website, VLE or by other means.
* All staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education*
* All staff undertake appropriate child/young person protection training
* A senior member of the college’s leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead) and this is explicit in the DSL’s job description
* The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
* Children’s/Adult Social Care Services and Police are notified where there is a cause for concern, so that they can investigate and take necessary action.
* There is a designated member of staff to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
* The college has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers, on induction.
* The college has written recruitment and selection policies and procedures in place at least one person on any appointment panel has undertaken safer recruitment training.
* The college operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children,taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
* The college has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
* A governor is nominated to be responsible for liaising with the Local Education Authority and/or partner agencies in the event of allegations of abuse being made against the Principal.
* There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
* It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
* There are procedures in place to handle allegations against other children.
* Where services or activities are provided on the college premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the college on these matters where appropriate.
* There is an annual report on policies, procedures and safeguarding arrangements and this is presented to the governing body.
* Without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

#### Procedures

* 1. Procedures, detailed in this policy, should be read in conjunction with information and guidance found on the College VLE.

10.2 It is the responsibility of all staff and volunteers working within the College to record and report child and vulnerable adult protection concerns, i.e. where they believe a child/vulnerable adult has been or is at risk of abuse, neglect or significant harm. This responsibility extends to all staff and volunteers and not just those specifically working with under 18s. Details of reporting procedures and contact numbers form part of the mandatory training for all staff and volunteers.

It is not the College’s responsibility to investigate abuse but to support and refer as appropriate.

#### 11 Individual Staff Responsibilities

11.1 All staff have a responsibility to follow the College safeguarding procedures. If a learner tells them about abuse, or they suspect or know of any abuse of any child or vulnerable adult, they must report this immediately via the Safeguarding Helpline. Even if they have only heard rumours of abuse, or they have a suspicion but do not have firm evidence, they should still report this to discuss their concerns.

11.2 This means:

* Taking all complaints, allegations or suspicions seriously.
* Not promising confidentiality. Even if the child or vulnerable adult is not at risk there may be other younger children or vulnerable adults who are and therefore staff cannot promise confidentiality. The College complies with the requirements of the Data Protection Act 1998 and the Human Rights Act 1998 , which allows for disclosure of personal data where this is necessary to protect the vital interests of a child/young person.
* Keeping questions to a minimum.
* Recording as soon as possible what has been said using the Safeguarding Referral Form (Appendix 1), also found on the College VLE. This will detail:
  + - The time
    - The date
    - The place where the alleged abuse happened
    - The staff member’s name and the names of those present
    - The name of the complainant and, where different, the name of the child/learner who has allegedly been abused
    - The nature of the alleged offence
    - A description of any injuries observed
    - A factual account that was given of the allegations
* Without stopping a learner telling about the abuse, staff must, as soon as reasonably possible, contact the DSL.

11.3 The DSL acts as a pivot for College information, and the Schools Safeguarding Officer, Lancashire County Council acts as a central point of information. Therefore even if the incident doesn’t seem serious it must be reported as it may be a small part of a much larger picture.

11.4 Where there is any doubt, the DSL may contact the Schools Safeguarding Officer, Lancashire County Council for guidance without revealing names.

11.5 The DSL will speak to the learner and will take overall responsibility for recording essential information about each case and for collecting reports and notes as appropriate.

11.6 Any detailed information about a case will be held securely with the main DSL for the College.

11.7 If contact cannot be made with any of the DSLs within 2 hours staff must refer to the Lancashire Local Safeguarding Children’s Board website for details of how to report concerns about the safety or welfare of a child/young person or vulnerable adult or CSC - Appendix 2.

11.8 In the above case, staff should notify the DSL as soon as possible.

11.9 These procedures are designed to be simple and clear but inevitably cannot cover all eventualities. Any queries should be addressed to the DSL or one of the other named people in this document.

**12 Review**

12.1 The Governors will review the policy annually.

**SAFEGUARDING/CHILD/YOUNG PERSON PROTECTION/PREVENT REFERRAL FORM**

Appendix 1

|  |  |  |  |
| --- | --- | --- | --- |
| **PART 1: INTERNAL NOTIFICATION of SAFEGUARDING/CHILD/YOUNG PERSON PROTECTION/PREVENT CONCERN TO THE DSL** | | | |
|  | | | |
| **Name(s) of Learner:** | |  | |
| **D.O.B.** | |  | |
| **Course/ Year** | |  | |
| **What is the nature of your concern** | | | |
| * What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, Self-harm, bullying, radicalisation, sexual exploitation, sexualised behavior, honour-based violence / forced marriage, e-safety issues, other … * Any evidence of impairment of health or development? * Any evidence of ill-treatment? * Why are you reporting this concern now? * Have you had any previous concerns about this learner? If so, what, when, action? | | | |
| **Detail** | | | |
| **Any action already taken** | | | |
| **Signed** |  | | |
| **Name**  **Job title**  **Contact phone number** |  | | |
| **Time/Date** |  | | |
| ***If you have received a 'disclosure' from or about a learner please complete Part 2 overleaf*** | | | |
| **PART 2: DETAILS OF INFORMATION DISCLOSED FROM / ABOUT A LEARNER**  *\*It is not advisable to try and complete this record whilst talking to the learner but within 2 hours of disclosure. The important thing is to listen actively and carefully and reassure the learner!* | | | |
| **Name of person**  **making the 'disclosure'** | | |  |
| **Position / relationship with learner** | | |  |
| **How did the 'disclosure' come about i.e. when and where?** | | |  |
| **Who was present when the disclosure was made?** | | |  |
| **Summary of Information Disclosed** | | | |
|  | | | |
| **1. WHO is said to be involved** | | |  |
| **2. WHAT is said to have happened / be happening?** | | |  |
| **3. WHERE is this said to have happened / be happening?** | | |  |
| **4. WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?** | | |  |
| **5. WHO else may have witnessed what happened?** | | |  |
| **6. HOW and where is the learner now?** | | |  |
| **CONTINUATION SHEET ATTACHED Y/N** | | | |
| **Note:**   * + *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!*   + *if you have used quotes please ensure that they are accurate*   + *make a note of any open questions asked or minimal prompts used*   + *Any notes made ‘at the time’ should be attached to this pro-forma; these may be required as evidence if the matter goes to court* | | | |

Appendix 2:

Lancashire Safeguarding Child/young personren/young people Board ‘Safeguarding Child/young personren/young people Procedures’ (May 2015)

<http://panlancashirescb.proceduresonline.com/index.htm>

**Child/young personren/young people’s Social Care Referrals Lancashire**

|  |  |  |
| --- | --- | --- |
|  |  | |
| The Customer Service Centre | 0300 0300 123 6720 | |
| email address for referrals | [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk) | |
| Emergency Duty Team EDT (Out of Hours) 0300 123 6721/3 | | EDT (Out of Hours) |
| **Customer Service Contact Numbers in neighbouring Local Authorities:-** | |  |
| **Blackburn with Darwen** 01254 666400 | | 01254 587547 |
| **Blackpool** 01254 477299 | | 01253 477600 |
| **Bolton-:**  **North Bolton**; Astley Bridge, Bradshaw, Breightmet, Bromley Cross, Tonge Moor **01204 337408 or 01204 331505**  **South Bolton**; Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever  **01204 337729 or 01204 337730**  **West Bolton**; Blackrod, Deane, Heaton, Halliwell, Derby, Smithills, Hulton Park, Horwich,  Westhoughton **01942  634625** | | 01204 337777 |
| **St Helens** 01744 676600 or 0300 6500 148 | | 0845 0500 148 |
| **Sefton** 0845 140 0845 | | 0151 920 8234 |
| **Wigan** 01942 828300 | | 0161 834 2436 |

Appendix 3



**Keeping children**

**Safe in education**

**Information for all school and college staff**

**March 2015**

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**Summary**

Keeping Children Safe in Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the guidance.

For ease, part one is set out here as a standalone document.

**What school and college staff should know and do**

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2. Children includes everyone under the age of 18.

3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.1 Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.2

**The role of the school or college**

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children 2015](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

1 Such action might be taken under section 47 and section 44 of the Children Act 1989.

2 Such action might be taken under section 17 of the Children Act 1989.

5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

**The role of school and college staff**

6. The *Teachers’ Standards 2012* state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. *3*

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

**What school and college staff need to know**

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school’s or college’s child protection policy; the school’s or college’s staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

**What school and college staff should look out for**

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

3 The [Teachers' Standards](https://www.gov.uk/government/publications/teachers-standards) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers’ Appraisal) (England) Regulations 2012.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area’s Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. 4 One good source of advice is provided on

the [NSPCC website](http://www.nspcc.org.uk/). Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.

16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school’s or college’s procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in departmental advice about [school attendance](https://www.gov.uk/government/publications/school-attendance) and statutory guidance [about children who run away or go missing from home or care.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf)

**What school and college staff should do if they have concerns about a child**

17. If staff members have concerns about a child they should raise these with the school’s or college’s designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children’s social care, but it is important to note that any staff member can refer their concerns to children’s social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act

4 Department for Education [training materials on neglect.](https://www.gov.uk/government/collections/childhood-neglect-training-resources)

on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.5

20. The Department for Education has produced advice [What to do if you are worried a child is being abused 2015- Advice for practitioners](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) to help practitioners identify child abuse and neglect and take appropriate action in response.

**What school and college staff should do if they have concerns about another staff member**

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

**What school or college staff should do if they have concerns about safeguarding practices within the school or college**

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college’s safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s management team.

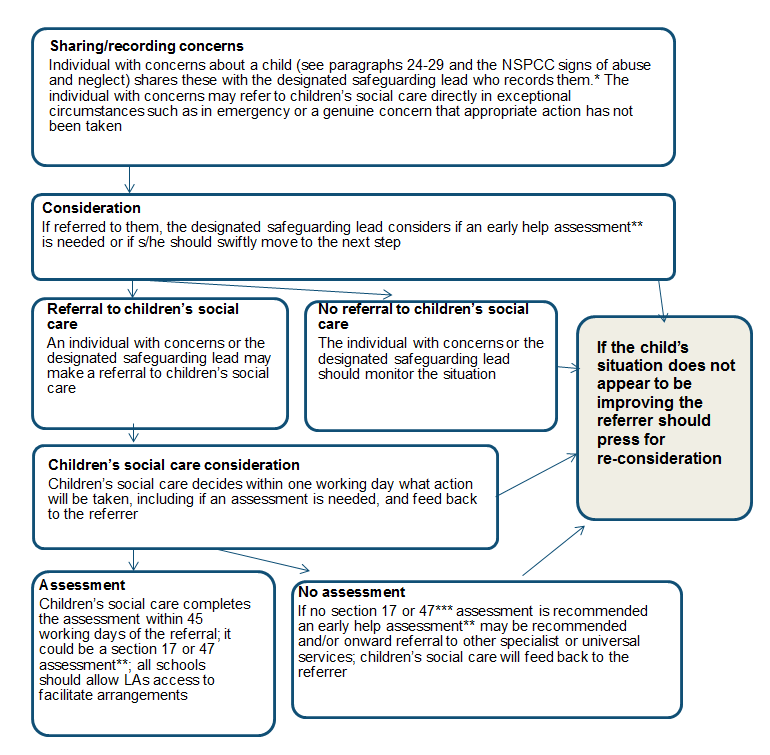
23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.6

5 [Brandon et al- Learning from Serious Case Reviews (SCRs) 2011](https://www.gov.uk/search?q=learning%2Bfrom%2Bserious%2Bcase%2Breviews&amp;tab=government-results)

6 [Advice on whistleblowing](https://www.gov.uk/whistleblowing)

**Action when a child has suffered or is likely to suffer harm**

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**



\*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

\*\* Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) [2015](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) for more information.

**Types of abuse and neglect**

24. **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.

25. **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.

26. **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.

27. **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.

28. **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**

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](http://www.tes.co.uk/) and [NSPCC website](http://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)](https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited) – and see page 10

• [bullying including cyberbullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

• [domestic violence](https://www.gov.uk/domestic-violence-and-abuse)

• [drugs](https://www.gov.uk/government/publications/drugs-advice-for-schools)

• [fabricated or induced illness](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

• [faith abuse](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)

• [female genital mutilation (FGM)](https://www.gov.uk/government/publications/female-genital-mutilation-guidelines) – and see page 10

• [forced marriage](https://www.gov.uk/forced-marriage)

• [gangs and youth violence](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

• [gender-based violence/violence against women and girls (VAWG)](https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk)

• [mental health](https://www.gov.uk/government/publications/the-mental-health-strategy-for-england)

• [private fostering](https://www.gov.uk/government/publications/children-act-1989-private-fostering)

• [preventing radicalisation](https://www.gov.uk/government/publications/channel-guidance) - and see page 10

• [sexting](http://ceop.police.uk/)

• [teenage relationship abuse](https://www.gov.uk/government/collections/this-is-abuse-campaign)

• [trafficking](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

**Further information on Child Sexual Exploitation**

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.

**Further information on Female Genital Mutilation**

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 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding

procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February

2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are

vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co- operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.



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