



Kisimul Group Limited

# **Calman Colaiste (College) Safeguarding and Child Protection Policy and Procedure**

## Document Information

<b>Document:</b>	<b>ED37 Schools Safeguarding and Child Protection Policy and Procedure</b>
<b>Department:</b>	<b>Education ED37</b>
<b>Document owner and position:</b>	<b>Director of Quality</b>
<b>Document authorised:</b>	<b>Sept 23</b>

## Document Publication

<b>Date document published:</b>	<b>Sept 23</b>
<b>Date of last revision:</b>	<b>Sept 22</b>
<b>Date of next review:</b>	<b>August 2024</b>

**Authorised Document Change Log recorded at the back of this document**

**This document will be reviewed annually**

## Safeguarding & Child Protection Policy

	Section	Page
	<b>Part 1: Safeguarding Policy</b>	
1	Introduction	5
2	Overall aims	7
3	Guiding principles	8
4	Expectations	9
5	Designated Safeguarding Lead (DSL)	9
6	Contextual safeguarding	10
7	Mental health	11
8	Designated Teacher for Looked After and Previously Looked After Children	12
9	Governing body	13
10	Safer recruitment and selection	14
	10.1 Induction	14
	10.2 Staff support	14
11	Use of reasonable force	15
12	The school's role in the prevention of abuse	16
13	What we will do if we are concerned – Early Help response	16
14	Safeguarding pupils/students who are vulnerable to radicalisation	17
	14.1 Risk reduction	18
	14.2 Channel	18
15	Safeguarding pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' violence (including female genital mutilation and forced marriage)	19
16	Children who go Missing from Education	20
17	Child on child abuse including sexual violence and harassment	20
18	Criminal exploitation	22
19	Domestic Abuse	22
	<b>Part 2: Key Procedures</b>	<b>23</b>
	Chart: Responding to concerns about a child	23
20	Involving parents/carers	24
21	Multi-agency work	24
22	Our role in supporting children	24
23	Responding to an allegation about a member of staff	25
24	Children with additional needs	25
25	Children in specific circumstances – private fostering	25
	<b>Part 3: Quality Assurance, Learning from Cases and Continuous Improvement</b>	<b>27</b>
	<b>Quality Assurance</b>	<b>27</b>
	<b>Learning from Cases and Continuous Improvement</b>	<b>27</b>
26	Links to additional information about safeguarding issues and forms of abuse	27
	26.1 Child Safeguarding Practice Reviews, domestic homicide reviews and lessons learnt reviews	27
	<b>Appendices</b>	<b>28</b>
	<b>Appendix 1: Definitions and indicators of abuse</b>	<b>28</b>
1	Neglect	28
2	Physical abuse	28
3	Sexual abuse	29
4	Sexual exploitation	29
5	Emotional abuse	30
6	Responses from parents	30

<b>7</b>	Disabled children	<b>31</b>
	<b>Appendix 2: Dealing with a disclosure of abuse</b>	<b>32</b>
	<b>Appendix 3: Allegations about a member of staff, governor or volunteer</b>	<b>33</b>
	<b>Appendix 4: Indicators of vulnerability to radicalisation</b>	<b>34</b>
	<b>Appendix 5: Preventing violent extremism - roles and responsibilities (SPOC)</b>	<b>36</b>
	Appendix 6: <b>Emergency Planning and safeguarding</b>	<b>37</b>
<b>8</b>	Part A: Document Equality Impact Assessment	<b>40</b>
	Part B: Document Equality Impact Assessment	<b>41</b>
	<b>Document Change Log</b>	<b>42</b>

Part One: Safeguarding Policy	Description and Useful Contacts
<p><b>1.0 Introduction</b></p> <p>Safeguarding and promoting the welfare of children is defined as</p> <ul style="list-style-type: none"> <li>protecting children from maltreatment</li> <li>preventing impairment of children's mental and physical health or development</li> <li>ensuring that children are growing up in circumstances consistent with the provision of safe and effective care</li> <li>taking action to enable all children to have the best outcomes</li> </ul> <p><b>Children includes everyone under the age of 18.</b></p> <p><i>'Safeguarding is everyone's responsibility...no single practitioner can have a full picture of a child's needs and circumstances' (KCSIE 23)..</i></p> <p><b>Safeguarding information for all staff</b></p> <ul style="list-style-type: none"> <li>What school and college staff should know and do - A child centred and coordinated approach to safeguarding</li> </ul>	<p><i>This also means that our college is committed to safeguarding and promoting the welfare of all its learners. We believe that:</i></p> <ul style="list-style-type: none"> <li><i>Our learners have the right to be protected from harm, abuse and neglect</i></li> <li><i>Our learners have the right to experience their optimum mental and physical health</i></li> <li><i>Every learner has the right to an education and learners need to be safe and to feel safe in college</i></li> <li><i>learners need support that matches their individual needs, including those who may have experienced abuse</i></li> <li><i>Our learners have the right to express their views, feelings and wishes and voice their own values and beliefs</i></li> <li><i>Our learners should be encouraged to respect each other's values and support each other</i></li> <li><i>Our learners have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our college will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.</i></li> <li><i>Our college will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours</i></li> </ul> <p><i>All staff and visitors have an important role to play in safeguarding learners and protecting them from abuse and considering when mental health may become a safeguarding issue.</i></p>

Our college will fulfil their local and national responsibilities as laid out in the following documents:

- **Keeping Children Safe in Education 2023**

*Please refer to KCSiE 2023 Part One – (all staff in the schools/college will read, and have confirmed as understanding part one of this guidance).*

*All auxiliary and support service staff who do not work directly with young people will read KCSiE Annex A (a short form version of part 1).*

- **Working Together to Safeguard Children (DfE)**
- **Peterborough Safeguarding Children Procedures**
- **The Education Act 2002 S175**
- **<https://www.gov.uk/government/publication/s/guide-to-the-general-data-protection-regulation>**
- **Mental Health & Behaviour in Schools**
- **Multi-agency Statutory Guidance on Female Genital Mutilation**
- **Protecting children from radicalisation: the prevent duty 2021**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- **<https://www.gov.uk/government/publication/s/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>**
- **Voyeurism offences Act 2019**
- **DfE statutory guidance on Children Missing Education**
- **Guidance for Safer working practice for those working with children and young people in education settings February 2022:**
- **Human Rights Act 1998**
- **Government publication equality act 2010 advice for schools**
- **[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**
- **[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**
- **Public sector equality duty guidance schools Channel helpline 020 7340 7264**
- **Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014**

- **Designated safeguarding leads (DSL)**  
Michael Hayden – 01733271326
- **Deputy Designated safeguarding leads (DDSL)**  
Huma Jabeen – 01733271326
- **Executive Safeguarding Lead**  
Nicky Cooper 01522 868279
- **Group Executive Head of Education**  
Paul Routledge – 01522 868279
- **Peterborough’s Adult’s Social Care MASH**  
Children’s Referrals 01733864180  
Adult Referrals 01733747474 (Option 1)
- **Local authority designated officer (LADO)**  
Peterborough 01733864038
- **Out of hours Emergency Duty Team Or contact**  
01733234724
- **CPCC Safeguarding and Education Welfare Supervisor for Education Settings - or non-urgent safeguarding advice about training, policy, audit etc**  
[safeguardingboards@cambridgeshire.gov.uk](mailto:safeguardingboards@cambridgeshire.gov.uk)
- **Peterborough PREVENT team**  
Email: [prevent@cambs.pnn.police.uk](mailto:prevent@cambs.pnn.police.uk)  
Tel: 01480 42 2596

## 2.0 Overall aims

This policy will contribute to the protection and safeguarding of our learners and promote their welfare by:

- Adopting a whole school/college approach to safeguarding
- Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in the college.
- Clarifying standards of behaviour for staff and learners
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging learners and parents to participate
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities their learners face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks learners face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for pupils, including in the home

*This also means that in our college we will:*

- *Identify and protect all pupils especially those identified as vulnerable learners*
- *Identify individual needs as early as possible; gain the voice and lived experience of vulnerable learners and design plans to address those needs*
- *Work in partnership with learners, parents/carers and other agencies*

*Our policy extends to any establishment our college commissions to deliver education to our learners on our behalf including alternative provision settings. Learners will not attend alternative provision unsupported by Kisimul staff*

*Our Group Board will ensure that any commissioned agency will reflect the values, philosophy and standards of our college. Confirmation should be sought from the college that policies are robust, our colleagues are recruited safely, appropriate risk assessments are completed, and ongoing monitoring is undertaken.*

### 3.0 Guiding Principles

Child(ren) means everyone under the age of 18. Statutory guidance 'Working Together to Safeguard Children' (2018) defines safeguarding and promoting welfare as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

Therefore, 'safeguarding' includes but is about much more than 'child protection'. However, all staff are aware of the college's collective responsibility to act in order to protect learners from various potential sources and types of harm:

- Physical, sexual, emotional abuse and neglect;
- Bullying, including online bullying and prejudice-based bullying;
- Racist, disability and homophobic or transphobic abuse;
- Gender-based violence/violence against women and girls;
- Sexual violence and sexual harassment; • Radicalisation and/or extremist behaviour; • Child sexual exploitation;
- Criminal exploitation;
- Modern Slavery/Human Trafficking;
- Gang involvement and youth violence;
- The impact of new technologies on sexual behaviour, for example sharing nudes and semi-nudes
- Substance misuse
- Domestic abuse
- So-called honour-based abuse, including female genital mutilation, forced marriage, breast ironing / flattening

The Care Act 2014 was designed to ensure all people in need of support could receive it, and outlines 6 key principles:

1. **Accountability** - You must know what your duties and roles are within the safeguarding protocols. This can be achieved through regular training and reading the relevant legislation. It's also about knowing how to deal with any disclosures made in your presence.
2. **Empowerment** - It's vital that victims of abuse or neglect feel that they are in

*This also means that in our college all staff and representatives of the Kisimul Executive and Board will be aware of this policy and the requirements set out within.*

*All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the young person's preferred communication style.*

*It also means that where early help is appropriate, the designated safeguarding lead/deputy will liaise with other agencies and completing an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.*

*Early help cases will be kept under constant review, and if the learner's situation does not improve/ is getting worse, consideration will be given to a referral to learner's social care for assessment for statutory services.*



control of what follows. Supporting the individual, being open and honest with them, helps to make them feel a part of the process.

3. **Partnership** - An integral part of safeguarding involves working in partnership with other professionals when appropriate. Being able to have that partnership is absolutely key to ensuring the individual is getting the best possible outcomes.
4. **Prevention** - When you learn to recognise the signs of potential abuse and neglect, you may prevent serious harm from occurring. With children, abuse isn't always physical, 'on the outside' signs.
5. **Proportionality** - This principle is about knowing how to act accordingly, in light of the circumstances presented to you.
6. **Protection** - Safeguarding means being there to protect those individuals who need it and who are at risk of harm.

#### 4.0 Expectations

All staff and visitors will:

- Be familiar with this Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
- Record concerns and immediately give the record to the DSL or deputy DSL, where there is a risk of harm, and asap, where the risk is less imminent
- Deal with disclosures of abuse from learners in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans

*This also means that in our college:*

*All staff will receive annual safeguarding training and update briefings throughout the year, as appropriate*

*Key staff will undertake more specialist safeguarding training as agreed by the Executive Team and Board.*

*All colleagues, including the Executive Team will be subjected to an enhanced DBS check and 'Section 128' check.*

*We will follow Safer Recruitment processes and checks for all staff.*

## 5.0 The Designated Safeguarding Lead (DSL)

The DSL will:

- will be a member of the Senior Leadership Team.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with teachers about learner's welfare, safeguarding and child protection concerns.
- The Kisimul Executive Team and Board should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.
- Safeguarding and child protection information will be dealt with in a confidential manner.
- The DSL will ensure that the college is clear on parental responsibility for learners on roll.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each learner: the college will not keep family files. Files will be kept for at least the period during which the learner is attending the college, and beyond that in line with current data legislation and guidance.
- If a learner moves from our college, child protection and safeguarding records will be forwarded on to the DSL at the new college, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary.
- The DSL has the chief responsibility for ensuring the appropriate internet filtering and monitoring, within their college
- Ensure appropriate representation at and contributions to multi-agency safeguarding meetings by our college, including the provision of written reports in line with the Local Safeguarding Partnership guidance/templates;

*This means the DSL team in our college will be:*

- **Designated safeguarding leads (DSL)**  
Michael Hayden – 01733271326
- **Deputy Designated safeguarding leads (DDSL)**  
Huma Jabeen – 01733271326

*Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported immediately to the lead DSL, where there is risk of harm.*

*Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual learner and/or family. A written record will be made of what information has been shared, with whom, and when.*

***We will not disclose to a parent any information held on a learner if this would put the learner at risk of significant harm***

*We will record where and to whom the records have been passed and the date.*

*This will allow the new setting to continue supporting victims of abuse and have that support in place for when the learner arrives.*

## 6.0 Contextual Safeguarding

Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

*DSLs will consider contextual safeguarding and give due regard to the effectiveness of the college safeguarding system within the wider system. This will be evidenced in:*

- *Informal and formal assessments of need/risk for the learner*
- *Case discussions in DSL supervision sessions*

## 7.0 Mental Health

KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

### Mental health support

Additional information has been added to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour.

Department for Education (DfE) (2017) Preventing bullying.

### Government publication preventing and tackling bullying

Department for Education (DfE) (2018) Mental health and behaviour in schools

### Government publication mental health and behaviour in schools 2

*In our college this also means that:*

- *All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation*
- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a learner that is also a safeguarding concern*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:*
- **Prevention:** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole college population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through college activities and ethos;*
- **Identification:** *recognising emerging issues as early and accurately as possible;*
- **Early support:** *helping pupils to access evidence based early support and interventions; and*
- **Access to specialist support:** *working effectively with external agencies to provide swift access or referrals to specialist support and treatment*

## 8.0 The Designated Teacher for Looked After and Previously Looked After Children

- The Executive team must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.
- Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### Promoting the educational outcomes of children with a social worker

#### Virtual school head role extension to children with a social worker - GOV.UK (www.gov.uk)

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Virtual school heads should identify and engage with key professionals such as designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist. to help them to understand the role they have in improving outcomes for learners.

*In our college the Designated Teacher are:*

- **Designated safeguarding leads (DSL)**  
Michael Hayden – 01733271326
- **Deputy Designated safeguarding leads (DDSL)**  
Huma Jabeen – 01733271326

*Our Designated Teacher will:*

- *Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the Virtual School headteacher to promote the educational achievement of previously looked after children.*
- *In non-maintained schools and colleges, an appropriately trained teacher should take the lead.*

*Our college will work with partners to effectively identify the needs of the learners with a social worker and ensure they can access interventions that make a difference to their education*

*The Virtual School Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of learners with a social worker*

## 9.0 The Proprietor's Executive Team

Kisimul Group has strategic responsibility for the college's safeguarding arrangements and therefore should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote learner's welfare:

- The college operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Executive Team)
- The **Head Teacher** and all other staff who work with **learners** undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
- The college remedies any deficiencies or weaknesses brought to its attention without delay
- All Executive team members will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the colleges safeguarding policy and procedures are effective and deliver a robust whole college approach to safeguarding
- The Group has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures
- The Executive Safeguarding Lead and Group Executive Education Lead are responsible for liaising with the Head Teacher and DSL over all matters regarding safeguarding and child protection issues. This role is strategic rather than operational – they will not necessarily be involved in concerns about individual learners.

The Executive Team are made aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

*In our college this also means that:*

*All Executive Team and associated colleagues must read and implement part 2 of 'KCSiE'*

*Our Executive Safeguarding Lead is Nicky Cooper – Director of Quality*

*Nicky will receive safeguarding training relevant to the governance role*

*Our Group Executive Head of Education is Paul Routledge, who will receive safeguarding training, provide supervision to DSLs and act in an advisory and QA capacity to support safeguarding and welfare in our education settings*

*All our Executive Team will receive appropriate safeguarding and child protection (including online) training at induction, and will read part one, annex A of Keeping Children Safe in Education, annually. All Exec team to receive training to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that this is regularly updated.*

*The Executive Lead for Safeguarding and the Practice Effectiveness and Safeguarding Committee will review all policies/procedures that relate to safeguarding and child protection, and DSL job descriptions, annually.*

<p><b>10.0 Safer recruitment and selection</b></p> <p>The college will follow part 3 of ‘Keeping Children Safe in Education’ (KCSiE) and pay full regard to ‘Safer Recruitment’ requirements including but not limited to:</p> <ul style="list-style-type: none"> <li>• verifying candidates’ identity and academic or vocational qualifications</li> <li>• obtaining professional and character references</li> <li>• checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,</li> <li>• UK Right to Work</li> <li>• clear enhanced DBS check</li> <li>• any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with learners.</li> </ul> <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>Shortlisted candidates will be informed that online searches may be carried out in relation to them, as part of the recruitment process..</p>	<p><i>This means that in our school:</i></p> <p><i>The following school staff have undertaken Safer Recruitment training:</i></p> <p><i>Michael Hayden</i>  <i>Huma Jabeen</i>  <i>Mark Mowvley</i>  <i>Jayne Jary-Peck</i></p> <p><i>One of these will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p>
<p><b>10.1 Induction</b></p> <p>All staff, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.</p> <p><b>10.2 Staff support</b></p> <ul style="list-style-type: none"> <li>• Regular supervision will be offered to the DSLs within college</li> <li>• Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the college.</li> <li>• DSLs will be supported to access training as appropriate including training in behaviour and mental health, where required.</li> </ul>	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> <li>• <i>The Safeguarding &amp; Child Protection policy</i></li> <li>• <i>The Behaviour Policy</i></li> <li>• <i>Kisimul Group Code of Conduct</i></li> <li>• <i>The safeguarding response to children who go missing from education</i></li> <li>• <i>The role of the DSL (including the identity of the DSL and any deputies)</i></li> </ul> <p><i>Copies of policies and a copy of part one and annex A of KSCiE is provided to staff at induction.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>

## 11.0 The use of reasonable force

There are circumstances when it is appropriate for staff in college to use reasonable force to safeguard children and young people.

Kisimul policies on the use of physical interventions must be followed and colleagues trained appropriately.

Unlawful use of force (force that is neither necessary nor proportionate) is considered physical abuse. Incident data on physical interventions is monitored at service level and centrally to identify trends and themes.

Physical intervention should only be used as a last resort. Where it has been used, a full record of the incident must be made, carers/parents must be made aware and if there is any question that the intervention was not necessary and/or proportionate the appropriate authorities will be informed (Local Authority/Local Safeguarding Children's Partnership/Police). The overall aim of each colleague is to reduce the need for physical interventions through proactive strategies and support, particularly for autistic young people and those with Special Educational Needs.

Incidents involving physical interventions must be captured through the incident reporting system, good safeguarding governance requires such incidents to be considered through a safeguarding lens to identify the appropriate resulting actions.

Concerns about the potential or alleged inappropriate or unlawful use of physical interventions by colleagues working with children and young people must be referred to the LADO) for advice about whether a subsequent investigation is required.

*This also means in our college:*

*By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use physical intervention will reduce.*

*We will write individual support plans for our more vulnerable learners and agree them with parents and other involved professionals.*

*We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.*

*When using physical intervention in response to risks presented by incidents involving learners our staff will consider the risks carefully. Serious incidents will be reviewed using staff de-briefs, multi-disciplinary team input and review of support plans for young people.*

## 12.0 The college's role in the prevention of abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the college, which should ensure that learners:

- are treated with respect and dignity
- are taught to treat each other with respect
- feel safe
- have a voice and are listened to

Safeguarding issues, including online safety, child on child- abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age/ability appropriate way.

*This also means that in our college:*

*All staff will be made aware of our college's unauthorised absence and children missing from education procedures.*

*We will provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.*

*All our policies which address issues of potential harm will be inter-linked to ensure a whole college approach, via the curriculum.*

*We recognise the particular vulnerability of learner's who have a social worker.*

## 13.0 What we will do when we are concerned – Early Help response

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Colleagues may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the college will consider a referral to local authority child / young person's / young people's social care if the situation does not seem to be improving.

Timelines of interventions will be monitored and reviewed.

- Anyone who has contact with children can make an early help referral to a Peterborough Early Help Advisor by contacting: **CPCC Safeguarding and Education Welfare Supervisor for Education Settings - or non-urgent safeguarding advice about training, policy, audit etc**  
[safeguardingboards@cambridgeshire.gov.uk](mailto:safeguardingboards@cambridgeshire.gov.uk)

*All staff will notice and listen to College and young people, sharing their concerns with the DSL in writing.*

*Safeguarding leads will assess, plan, do and review plans.*

*Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.*

*The DSL will generally lead on liaising with other agencies and contributing to a multi-agency plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.*

*In our college although any member of staff can refer a situation to the Early Help Advisor, it is expected that the majority are passed through the and monitored by the DSL team.*



#### **14.0 Safeguarding students who are vulnerable to radicalisation**

From 1<sup>st</sup> July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in *Appendix 4*.

*This means that in our college:*

*We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.*

*Learners and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.*

*Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.*

## 14.1 Risk reduction

The Head Teacher and the DSL will assess the level of risk of radicalisation within the college and put actions in place to reduce that risk, including consideration of any local information.

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

The college will monitor online activity within the college to ensure that inappropriate sites are not accessed by learners or staff.

The college has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

## 14.2 Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for colleges on **The Prevent Duty**.

*We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our college's safeguarding duty.*

*All staff within our college will be on alert to changes in a learner's behaviour or attitude which could indicate that they are in need of help or protection.*

*Our college will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.*

**15.0 Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)**

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher or member of staff suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, **that person has a statutory duty to report it to the Police.**

Failure to report such cases will result in disciplinary action.

The teacher will also discuss the situation with the DSL who will report to the LADO and call 101, outlining that this is an FGM referral reporting under the mandatory reporting duty, and providing the necessary information requested.

Further information can be found at: [https://lincolnshirescb.proceduresonline.com/pdfs/advice\\_for\\_regulated\\_professionals.pdf](https://lincolnshirescb.proceduresonline.com/pdfs/advice_for_regulated_professionals.pdf)

*This means that in our college we ensure:*

*Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.*

*All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;*

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*

*Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their education programme and delivery.*

***The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)***

## 16.0 learners missing/absent from education

A learner going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and learners missing from education will be coordinated with safeguarding interventions.

The college must notify the local authority of any pupil/student who has been absent without the college's permission for a continuous period of 5 days or more after making reasonable enquiries

The college (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments

*This means that in our college we will:*

*Hold two or more emergency contact numbers for each pupil.*

*Ensure all our attendance work liaises closely with the DSL.*

*Adapt our attendance monitoring on an individual basis to ensure the safety of each learner at our college*

*Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of learners that would be considered 'missing'.*

*Work closely with the Social Worker and commissioning team where there was a concern.*

## 17.0 Peer on Peer abuse

Peer on Peer abuse will not be tolerated within our college.

It is recognised that learners are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

KCSiE includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, learners who are LGBT can be targeted by other learners. In some cases, a learner who is perceived by other learners to be LGBT (whether they are or not) can be just as vulnerable as learner who identify as LGBT.

*This means that in our college:*

*All staff will receive training on peer on peer abuse.*

*We will adopt the 'whole college approach' to tackling sexism, via the curriculum, and our modelled attitudes and behaviours.*

*We will include education on inclusion and tolerance of those who are, who are perceived to be, LBGT, as part of the curriculum.*

*We fully understand that even if there are no reports of peer on peer abuse in college it may be happening. As such all our staff and learners are supported to:*

- be alert to peer on peer abuse (including sexual harassment);*
- understand how the college views and responds to peer on peer abuse*
- stay safe and be confident that reports of such abuse will be taken seriously.*

The College's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

Colleges should recognise the impact of sexual violence and the fact learners can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

*We will ensure that young people have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on peer on peer abuse is there to protect them rather than criminalise them*

*We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", or "part of growing up".*

*We will recognise that "peer on peer abuse" can occur between and across different age ranges.*

*We will follow both national and local guidance and policies to support any learners subject to peer on peer abuse.*

*We will follow the guidance on managing reports of peer on peer sexual violence and sexual harassment in colleges.*

*We will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure our DSL is familiar with the process.*

*In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance [Safeguarding-guidance/children who abuse others including child on child abuse harmful sexual behaviour](#) to enable provision of effective support to any young person affected by this type of abuse.*

### **18.0 Criminal exploitation**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

This means that in our college we will:

Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals to MASH teams for any learners in our college we are concerned about.

*Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)*  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

*Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our college.*

### **19.0 Domestic Abuse**

KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Learners can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.

*This means that in our college we will sign up to Operation Encompass to receive notices of domestic abuse and swiftly act to support the learner.*

[Home : Operation Encompass](#)

## Part Two: Key procedures

### Responding to concerns about a child

In our college – **Calman Colaiste College**  
Our DSL is **Michael Hayden**  
**Our DDSL is Huma Jabeen**  
Our Executive Safeguarding Lead is **Nicky Cooper**  
Our Group Executive Head of Education is **Paul Routledge**

#### **CONCERN ABOUT A LEARNER:**

Speak to Designated Safeguarding Lead (DSL). This should be done immediately if there is a risk of harm

#### **DSL(s) review concerns and decide next steps**

- Make a safeguarding referral, if required
- Consider discussing concerns with parent and seek consent where appropriate.
  - Inform commissioner/Social Worker
- Consider reporting under Group Serious incident procedure (if criteria met)

#### **At any point consider seeking advice:**

- **Peterborough's Adult's Social Care MASH**  
Children's Referrals 01733864180  
Adult Referrals 01733747474 (Option 4)
- **Local authority designated officer (LADO)**  
Peterborough 01733864038
- **Out of hours Emergency Duty Team Or contact**  
01733234724

## **20.0 Involving parents/carers**

20.1 In general, we will discuss any safeguarding or child protection concerns with parents before approaching other agencies and, where appropriate, will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the college will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the learner.

20.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through our website.

## **21.0 Multi-agency work**

21.1 We work in partnership with other agencies to promote the best interests of our **learners** and keep them as a top priority in all decisions and actions that affect them. Our college will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and make requests for support from a Peterborough Early Help Advisor.

Where the young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

21.2 When invited, the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child/young person are met.

21.3 We will co-operate with any child protection enquiries and will ensure representation at appropriate inter-agency meetings.

21.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared at least 24 hours prior to the meeting and will plan for DSL cover during school holiday periods.

21.5 Where a pupil/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the college will contribute to the preparation, implementation and review of the plan as appropriate.

## **22.0 Our role in supporting learners**

22.1 Our college staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse).

22.2 We will work with partners to ensure a supportive plan is implemented and reviewed regularly for these learners. This plan will detail areas of support, who will be involved, and the learner's wishes and feelings. A copy of the plan will be kept in the learner's safeguarding record.

22.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment. Within our college we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

22.4 We will ensure that the college works in partnership with parents/carers and other agencies as appropriate.



## **23.0 Responding to an allegations/concerns raised about a member of staff, including supply teachers, other staff, volunteers and contractors**

- 23.1 This procedure must be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:
- Behaved in a way that has harmed a young person or may have harmed young person
  - Possibly committed a criminal offence against or related to a young person; or
  - Behaved in a way that indicates s/he may not be suitable to work with learners.
  - Behaved towards a learner, child or children in a way that indicated s/he may pose a risk of harm to them.
  - Behaved, in a way that indicates they may not be suitable to work with learners.
- 23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in college to abuse learners. In our college we also recognise that concerns may be apparent before an allegation is made.
- 23.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 23.4.1 Allegations or concerns about staff, colleagues and visitors( recognising that colleges hold the responsibility to fully explore concerns about supply staff) must be reported directly to the **Head Teacher** who will liaise with the Designated Officer (LADO) Team who will decide on any action required
- 23.4.2 If the concern relates to the **Head Teacher** it must be reported immediately to a member of the Executive Team, who will liaise with the (LADO) and they will decide on any action required
- 23.4 – We will record and monitor low level concerns that do not reach the threshold for external referral as we recognise that these may be accumulative and may be linked to potential patterns of abuse (ref pgs. 100-102 KCSIE 23)

## **24.0 Learners with additional needs**

- 24.1 Our college recognises that all learners have a right to be safe. Our learners may be more vulnerable to abuse due to their disability and special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 24.2 We also recognise the impact that domestic violence may have on our learner's ability to learn, and on their mental health, and are committed to taking action to support them with this.
- 24.3 When the college is considering excluding, either for a fixed term suspension or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

## **25.0 Links to additional information about safeguarding issues and forms of abuse**

- 25.1 Staff who work directly with children/young people, and their leadership team should refer to this information
- 25.2 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below:

<b>Issue</b>	<b>Guidance</b>
Abuse	<p><b><u>Safeguarding guidance - abuse linked to faith or belief</u></b></p> <p><b><u>Safeguarding Guidance Domestic Violence and Abuse</u></b></p> <p><b><u>Safeguarding guidance - neglect</u></b></p> <p><b><u>Children who abuse others   West Midlands Safeguarding Children Link 74Group</u></b></p>
Children and the Courts	<p><b><u>Young witness booklet age 5-11</u></b></p> <p><b><u>Young witness booklet age 12-17</u></b></p>
Missing from Education, Home or Care	<p><b><u>Children missing from care home and education</u></b></p> <p><b><u>Regional safeguarding guidance children missing education</u></b></p> <p><b><u>Working together to improve school attendance (publishing.service.gov.uk)</u></b></p>
Family Members in Prison	<p><b><u>Family members in prison</u></b></p>
Drugs	<p><b><u>PSYCHOACTIVE SUBSTANCES   policeandschools.org.uk</u></b></p> <p><b><u>ALCOHOL   policeandschools.org.uk</u></b></p>
Homelessness	<p><b><u>Government Homelessness publication</u></b></p>
Health & Wellbeing	<p><b><u>Self-harm and suicide procedures</u></b></p>
Online	<p><b><u>Searching, screening and confiscation (policeandschools.org.uk)</u></b></p> <p><b><u>Teaching online safety in school</u></b></p>
Private Fostering	<p><b><u>Information about private fostering and how to report</u></b></p>
Radicalisation	<p><b><u>Safeguarding children and young people against radicalisation and violence</u></b></p>
Violence	<p><b><u>Safeguarding guidance on sexually active children and young people</u></b></p> <p><b><u>Children who pose a risk to children</u></b></p> <p><b><u>SECONDARY MENU   policeandschools.org.uk</u></b></p>

### **Part 3: Quality Assurance, Learning from Cases and Continuous Improvement**

#### **26.0 Quality assurance**

Quality assurance is about assessing the quality of the work we undertake in safeguarding learners and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

- This quality assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed via regular audits, review and related governance and challenge arrangements.
- Ensuring that the safeguarding data the college generates is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

*This means that in our college:*

*We will complete internal audits as part of our wider QoE review cycle, implement and review the resulting Action Plans with a view to reporting to relevant governance and challenge arrangements. We will collect KPI data on incidents, complaints, frequency of external safeguarding referrals and ensure that staff have access to a regular cycle of CPD.*

*We will contribute quality data to inform multi-agency audits and practice reviews.*

*We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.*

*Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these as part of the supervisions process.*

*Safeguarding data will be reviewed quarterly by the Practice Effectiveness and Safeguarding Committee (PESC), with themes and trends reported to the Quality Board, which is chaired by a non-Executive Director*

## **26.1 Learner Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews**

We will ensure that the DSL updates all staff regularly about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.

*This means that in our college:*

*Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews where appropriate*

*Where a case is relevant to our college, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.*

# **Appendices**

## **Appendix 1**

### **Definitions and indicators of abuse**

#### **1. Neglect**

Neglect is 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 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 caregivers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially

- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

## 2. Physical abuse

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

## 3. Sexual abuse

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 rape and/or penetration 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation

- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

#### 4. Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to the LADO. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Missing for periods of time (CSE and county lines)

#### 5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person 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 the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse

- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **6. Responses from parents/carers**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

## **7. Disabled children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.

## Appendix 2

### Dealing with a disclosure of abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

#### **NB**

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

### Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to LADO without delay, by the Head Teacher, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher.



## Appendix 3

### Allegations about a member of staff, or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
  - **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
  - **Neglect**  
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  - **Spiritual Abuse**  
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, the Executive Team, visitor or volunteer the Head Teacher must be informed immediately. The Head Teacher must carry out an urgent initial consideration and fact finding in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.
3. The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Designated Officer (LADO) Team. The LADO Team will liaise with the Group and advise about action to be taken and may initiate internal referrals within children's services to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
  - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Head Teacher, then the Executive Lead for Safeguarding takes on the role of liaising with the LADO Team in determining the appropriate way forward.

## Appendix 4

### Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2022 as:  
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2022 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - **Identity crisis** - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
  - **Personal crisis** - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
  - **Personal circumstances** - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - **Unmet aspirations** - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
  - **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration

- **Special educational need** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
  8. More critical risk factors could include:
    - Being in contact with extremist recruiters
    - Family members convicted of a terrorism act or subject to a Channel intervention
    - Accessing violent extremist websites, especially those with a social networking element
    - Possessing or accessing violent extremist literature
    - Using extremist narratives and a global ideology to explain personal disadvantage
    - Justifying the use of violence to solve societal issues
    - Joining or seeking to join extremist organisations
    - Significant changes to appearance and/or behaviour; and
    - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## Appendix 5

### Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which leads to terrorism;
- Raising awareness about the role and responsibilities of Kisimul School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel<sup>1</sup> process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

---

<sup>1</sup> Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## Appendix 6

### **Emergency planning and response for education, childcare, and children's social care settings (publishing.service.gov.uk)**

#### **Security-related incidents in schools and colleges**

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment. This should include an understanding of the expectations, applicable roles and responsibilities in relation to internet filtering and monitoring being included in safeguarding training.

#### **Vulnerable Children and Young People**

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children - GOV.UK (www.gov.uk)

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

Early years foundation stage (EYFS) statutory framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

#### **Safeguarding Partners and designated safeguarding leads**

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education**, and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

**Remote Education: keeping children safe online** - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for

online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for teaching staff, parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.

- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

## Appendix 7: Safeguarding contact details:

<p>Calman Colaiste</p>		<p>Learning for Life</p>	<p>All paperwork can be found in the Safeguarding Folder in the Office Whistleblowing Policy – Policy Folder</p>
<p>Safeguarding Children and Adults at Risk Procedure</p>			
<p>Designated Safeguarding Lead</p>			
<p>Michael Hayden: Head of College Tel: 01733 271326 Tel: 07483077188</p>		<p>If unavailable</p>	<p>Huma Jabeen Tel: 01733 271326</p> 
<p>Safeguarding at Calman Colaiste - Key contacts</p>			
<p><b>Local Authority Designated Officer team:</b>  •LADO@cambridgeshire.gov.uk  •LADO@peterborough.gov.uk  <b>Telephone contacts:</b>  •01223 727967 – Cambridgeshire  •01733 864038 – Peterborough  •Out of Hours Emergency Duty Team: 0345 0455203 Cambridge, 01733 864180 Peterborough</p> <p>Children’s Social Care MASH – 01733 864180/01733 864170  Adult’s Social Care MASH – 01733 747474 Option 4  Early Help Helpline – 01733 863649  Email: <a href="mailto:adultsocialcare@peterborough.gcsx.gov.uk">adultsocialcare@peterborough.gcsx.gov.uk</a></p> <p>If you are concerned about the practice or conduct of a member of staff, <b>please speak to the Head of College (Michael Hayden)</b>  If your concern is about the Head of College, if you feel you have not been taken seriously, or for additional safeguarding advice you can contact:  Paul Routledge -Group Executive Education Lead – 01522 868279 / 07484 024861  Nicola Cooper - Director of Quality (and Group Safeguarding Lead) – 01522 868279/07484 504658  Adam Henderson – Managing Director Operations – 01522 868279 / 07484 022958</p>			



# Document Equality Impact Assessment – Part A

<b>Document Title:</b>	Schools Safeguarding and Child Protection		
<b>Name of person completing Equality Impact Assessment:</b>	Nicola Cooper		
<b>Date Equality Impact Assessment completed:</b>	Sept 23		
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		x	This policy applies equally to all and has no impact on any protected characteristic.
Disability		x	
Ethnicity		x	
Gender		x	
Religion or belief		x	
Sex orientation		x	
Socio-economic		x	
Gender Reassignment		x	
Maternity/Pregnancy		x	
Marriage/Civil Partnership		x	

Equality Target Group	a) Positive Impact		b) Negative Impact		Reason/Comment
	High	Low	High	Low	

## Document Equality Impact Assessment – Part B

### What is the main purpose or aims of the policy

To ensure young people are safeguarded in line with national and local policy, and legislation

### Who will be the beneficiaries of this policy?

Young people

### Has the policy been explained to those it might affect directly or indirectly?

Available on website and cascaded at service level.

### Have you consulted on this policy?

Yes

### What are the expected outcomes of this policy?

Safe education and support

### Name of Person Completing Equality Impact Assessment:

Nicky Cooper

# Document Change Log

The Document Change Log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of Change	Change made by	Authorised by	Date document republished
Additional notes in guiding principles	P Routledge/ Hayden	M N Cooper	Sept 23
Low level concerns reporting paragraph	P Routledge/ Hayden	M N Cooper	Sept 23