



## Wilberforce Sixth Form College

### Child Protection Policy

Wilberforce Sixth Form College, located on the eastern periphery of Hull, provides educational provision for learners aged 16-19 who reside in Hull and the East Riding of Yorkshire.

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## **1. Preface**

Safeguarding children – the action we take to promote the welfare of children and protect them from harm – is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

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.

*(Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children-HM Government2015)*

## **2. Statement of Intent**

Wilberforce Sixth Form College recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children’s social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

At Wilberforce College we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging problems. Information is shared with other professionals to support early identification and assessment. In order to create early identification, intervention and support, the College;

- Use transitional information gathered from our feeder schools
- Attend core group meetings focusing on vulnerable students
- Have a fortnightly support staff meeting
- Liaise with external agencies
- Utilise the support of Targeted Youth Support (TYS).

Wilberforce Sixth Form College has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity. Children and young people are anybody under the age of 18. Any case of suspected abuse against any student aged 18 or over is treated as abuse of a vulnerable adult.

Wilberforce Sixth Form College will aim to protect and safeguard children and young people through the application of the procedures outlined in this policy.

We are an inclusive College and recognise that Special Educational Needs and Disability (SEND) children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern.

We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

This policy and related guidelines are readily available to staff, corporation, students and parents. The public and parents can access these through the College's website and parent portal respectively. Students are informed through tutorial and via information displayed around the College what to do should they want to speak to somebody about a safeguarding matter.

This policy constitutes part of the broader *Safeguarding Policy* for the College.

### **3. Responsibilities**

These procedures lay out the actions to be taken by any member of staff at the College who becomes aware of any issues of child abuse/harm. Definitions of abuse are set out in section 9 of this policy.

#### **All Staff**

All staff have a duty safeguard all students and to respond to signs of abuse or allegations, and ensure that the *Child Protection Procedure* is followed. Specific responsibilities are:

#### **Principal**

The Principal is responsible for ensuring that the *Child Protection Procedure* is complied with by all staff, students and members of the public.

#### **The Designated Senior Person (DSP)**

An Assistant Principal (BW) has delegated responsibility for the implementation of the *Child Protection Policy*. The Assistant Principal is the designated senior person (DSP) and is responsible for:

- Overseeing the referral of cases of suspected abuse to Social Services and/or the Child Protection Officer (CPO) of the local police, liaising with the Lead Person on all cases of referral
- Ensuring that proper records are kept of any child protection referral, complaint or concern
- Ensuring that all staff receive at least annual basic training in child protection issues and are aware of the College child protection procedures.
- Ensuring mechanisms are in place to assist staff in understanding and discharging their responsibilities, as set out in Part 1 of Keeping children safe in education.
- Part 1 of the *Keeping Children Safe in Education: Statutory Guidance for School and Colleges* 2016 must be read by all staff.
- 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.

- Ensuring all staff are aware of systems within the College, which supports safeguarding and these should be explained as part of the induction process and annual staff training, which include:
  - the Child Protection policy
  - Staff Code of Conduct policy
  - the role of the DSP and the Lead Person for Child Protection (JBR)

*(DFE: Keeping Children Safe in Education, 2016)*

## **Lead Person**

The Lead Person is Jo Brownlee (Student Services Manager). The Lead Person undergoes the same training as the DSP and supports the DSP in the following areas:

- Matters of referral
- Providing support, advice, guidance and training to staff on child protection issues
- Maintaining positive working relationships with external partners.

## **Child Protection Officers (CPOs)**

The College CPOs are:

- JBr (Lead Person for child protection & Student Services Manager)
- DJC (Principal)
- BW (Assistant Principal and DSP)
- JN (Study Support Manager)
- RH (Director of Tutorial)
- SMA and HLS (Student Support Officers)
- ACN and AMM (College Counsellors)

Their role is to work with students and staff to ensure that allegations of abuse are handled appropriately. They have additional responsibility for decisions and actions concerning formal reporting of abuse. CPOs can refer to the appropriate external agencies, under the guidance of the Lead Person. Staff will receive appropriate training at intervals advised by the Local Safeguarding Children's Board (LSCB), every three years for CPOs and every two years for the Lead Person and DSP.

## **4. Procedure**

All staff should identify children that may benefit from early help, which means providing support as soon as a problem emerges, and may be required to share information with other professionals to support early identification. 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.

*(Keeping Children Safe in Education, 2015 and 2016)*

Any allegation, disclosure or suspicion of abuse needs to be taken seriously and handled in a sensitive manner. Individual members of staff should never deal with child abuse disclosures in isolation, and should always refer to the DSP (BW), Lead Person for Child Protection (JBR) or a nominated CPO when a disclosure is made. Information should be strictly limited to those who need to know.

The procedures for reporting allegations, suspicions of abuse or disclosures are presented here and in the accompanying flowchart (Appendix 1).

#### **4.1 Managing a disclosure by a student**

The member of staff to whom the disclosure is made must make it clear to the young person that they cannot make guarantees of confidentiality. If possible, they should warn the individual about this before they are given an opportunity to disclose.

It goes without saying that such discussions will be of a very delicate and sensitive nature and must be done in a thoughtful and considerate way, however, staff should also be aware of their own vulnerability in such circumstances and take appropriate measures to safeguard themselves from any possible allegations or misunderstandings.

They should:

- Try, where possible, to take notes
- Listen carefully to what is being said
- Keep questions to a minimum; just to clarify what is being said
- Avoid leading comments
- Suspend their own judgement – remember that they are not investigating the matter
- Inform the young person of the actions that will follow the conversation and assure them that they will be kept informed of all developments

Use the *At Risk Recording Form* (Appendix 4) to record the following:

- Names of those present during the disclosure/allegation
- Date and time of the conversation
- Brief description of the allegation
- Any visible injuries and alleged injuries
- Young person's preferred action

The member of staff must then pass the completed *At Risk Recording Form* to the Lead Person immediately.

#### **4.2 Managing a disclosure by a student about another student**

Allegations against another students; A pupil against whom an allegation of abuse has been made may be fixed term excluded from the College pending an investigation and the College's Behaviour Management or Fitness to Study Policy may apply. The College will take advice from Children's Social Care and/or the Police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all students involved. The College will ensure that, subject to the advice of the Children's Social Care and/or Police they inform parents/guardians as soon as possible and that all students will be supported throughout the process.

All Students are made aware of who and where they can go to raise any concerns about another student – this is completed within the first term through the Tutorial programme and reinforced through advertisements around the College and on the College Moodle site and Website.

The CPO, Lead Person or DSP must follow the steps and guidance as identified in **4.1**.

### **4.3 Allegations against a teacher who is no longer teaching at the College**

The CPO, Lead Person or DSP must follow the steps and guidance as identified in **4.1** and report to the Police immediately.

### **4.4 Managing students who self-harm**

College staff can play an important role in preventing self-harm and also supporting staff, students, peers and parents currently engaging in self-harm.

Any member of staff who is aware of a student engaging in or suspected of being at risk of engaging in self-harm should always consult with the CPO, Lead Person or DSP and must follow the steps and guidance as identified in **4.1**.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student to be at risk of seriously harming themselves then confidentiality cannot be kept.

The CPO, Lead Person or DSP may refer to the Fitness to Study Policy.

### **4.5 Managing a concern without a disclosure**

Take immediate steps to ensure that the young person is not in danger, including medical assistance if required.

If a member of staff suspects that a student is at risk, but no disclosure is made, then the member of staff should report his or her concerns immediately to Student Services who will make an appointment for the student to see a CPO by the close of the same working day.

The CPO who meets with the student will record what the student has said on the *At Risk Recording Form* and will then liaise with the Lead Person over the next steps.

### **4.6 Referrals to external agencies**

The Lead Person, in discussion with the DSP, will consider the disclosure seriously and decide upon further action, consulting with Children's Social Care as required. This may involve further discussion with the student. CPOs may refer, under the guidance of the Lead Person.

It is not the role of the CPO/Lead Person or DSP to undertake an investigation into the concerns or allegations of harm. It is the role of the CPO/Lead Person or DSP to collate and clarify details of the concern or allegations and to provide this information to the Local Authority Access, Assessment Team, or Locality Team if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989

If it is considered by the CPO, Lead Person or DSP, that they do not have enough information available or that the level of concern is not sufficient to warrant a referral into children's social care, then the CPO, Lead Person or DSP will seek advice and/or information about how to proceed. This can be done anonymously, without mentioning the name of the young person.

If the decision is made that the level of concern is not sufficient to proceed with a referral to children's social care, this will be recorded and the written record stored in the secure file.

Should a referral not be made, this does not mean that the young person may not benefit from support. This process is managed through Student Services, under the direction of the Assistant Principal for student support, who will be aware of the initial disclosure or cause for concern with the student in question.

In deciding whether or not to refer, the DSP and Lead Person will follow guidelines issued by the LSCB (Appendix 3).

Dependent on the level of concern of the CPO, DSP or Lead Person (in consultation with Children's Social Care where necessary) a decision will be made as to whether a referral to Access & Assessment Team is appropriate. In this situation the HSCB guidance on making a referral will be followed see appendix 3.

Where a referral is deemed appropriate:

- Where possible and appropriate, any concerns about a young person will be discussed with their parents before making referrals to other agencies. This will only be done where such discussion will not place the young person or others at increased risk of significant harm. Every Child Matters (ECM) guidelines on information sharing are set out at Appendix 6.
- Following consultation, in the event of a decision to refer, the Lead Person should inform the student of the proposed action and the reasons for this decision. Ideally this should happen before the appropriate agency is informed, unless doing so would place the young person at greater risk. The *Referral Form* should be completed (Appendix 5).
- The Lead Person/CPO or DSP should contact Social Services by telephone, in the first instance. The date and time of the contact and the duty officer's name should be recorded on the *Referral Form*. A written record of the suspicion/disclosure should be sent by the Lead Person within 24 hrs of the initial call.
- The Lead Person will support the student throughout the process as far as is appropriate.

#### **4.7 Record keeping**

The DSP will ensure that all written records relating to the incident are kept for 5 years, in a securely locked location. No other copies of child protection information/documentation relating to a referral or subsequent proceeding should be kept. All records will be stored in the Safeguarding file with the Principal's secretary. Columbus notes will state the name of the CPO who is working with the student and all actions by other staff should be referred to that CPO.

#### **4.8 Non-application of procedure**

If it is your belief that the College is failing to follow appropriate procedures for child protection, and that this failure represents deliberate action which places children at risk, you should address your concerns to the DSP.

## 5. National and Local Guidance

This *Child Protection Policy and Procedure* should be read in conjunction with the *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges* (DFE 2016) and the *Local Safeguarding Children Board (LSCB) Guidelines and Procedures* (see PowerPoint: HSCB 2016). In accordance with the *Children Act 2004* it is a statutory responsibility for key agencies coming into contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (*Section 11, Children Act 2004*). Where private or voluntary organisations come into contact with or offer services to children they should, as a matter of good practice, take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to:

- *The Children Act (1989)*
- *The Children Act (2004)*
- *Keeping Children Safe in Education (2016)*
- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (HM Government 2015)*
- *Prevent Duty Guidance: for England and Wales (HM Gov 2015)*
- *Safeguarding Children and Young People from Sexual Exploitation (HM Government 2009)*
- *Human Rights Act 1998*
- *Criminal Justice & Court Services Act 2000*
- *The Protection of Children Act 1999*
- *The Sexual Offences Act 2003*
- *What To Do If You're Worried A Child Is Being Abused (Department of Health, Home Office, Department for Education & Skills, the Lord Chancellor's Department, the Office of the Deputy Prime Minister & the Department for Culture, Media & Sport 2006)*
- *Safeguarding Vulnerable Groups Act 2006*
- *AMA Guidance for Safer Working Practice for Adults who Work with Children and Young People (2007)*

Wilberforce Sixth Form College recognises that a number of other policies and procedures developed and operated by the College form part of the wider agenda for safeguarding and promoting students' welfare and this policy should be read in conjunction with the policies and procedures listed below:

- *Safeguarding Policy*
- *Staff Code of Conduct: Relationships between college staff and students*
- *Social Media Guidance*
- *eSafety Policy*
- *Prevent Policy*
- *Health and Safety Policy*
- *First Aid Procedure*
- *Emergency First Aid Guidance*
- *Accident Procedure*
- *Fire Risk Assessment and Procedures*
- *Trips and Visits Risk Assessments and Procedures*
- *ICT User Agreement*
- *Student Conduct Policy*
- *Anti-Bullying: Guidance and Policy*

- *Equality and Diversity Policy*
- *Complaints Procedures*

## **6. Safeguarding and Promoting Welfare and Child Protection**

### **6.1 Definition**

Safeguarding and promoting the welfare of children are defined as:

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

*(Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, HM Government, 2015)*

### **6.2 Child protection**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. 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. College staff have a responsibility to provide a safe environment in which children can learn. The College has a DSP who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services, such as children's social care.

All College staff should identify children that may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the DSP. Staff may be required to support other agencies and professionals in an early help assessment.

Anyone who has a concern about a child's welfare should ensure a referral is made to children's social care. In the first instance staff should discuss concerns with the DSP, who in most instances will make a referral.

*(Keeping Children Safe in Education, 2016, pg 5 and 6)*

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with disability.

## **7. Vulnerable Students**

All young people are potential targets of abuse and staff must be vigilant with all their students. However, the College recognises that certain students may be especially vulnerable and takes steps to ensure that these groups are identified, monitored and supported. This group includes:

- Looked After Children
- Students living independently

- Students who face particular financial hardship and from socially disadvantaged backgrounds
- Students with SEN
- Young people with emotional, behavioural and social difficulties
- Young carers

College managers and support staff monitoring these groups of students and report any concerns to the Assistant Principal and the Lead Person for child protection.

## **8. Who Abuses Children?**

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults or another child or children (*HM Government 2010: page 37, paragraph 1.32*).

All staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

*(Keeping Children Safe in Education, 2016, pg 11)*

## **9. What is Abuse and Neglect?**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

*(Keeping Children Safe in Education, 2016, pg 11)*

### **9.1 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 (*Keeping Children Safe in Education, 2016, pg 11*).

### **9.2 Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone (*Keeping Children Safe in Education, 2016, pg 11*).

### 9.3 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 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 (*Keeping Children Safe in Education, 2016, pg 11*)

### 9.4 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 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 (*Keeping Children Safe in Education, 2016, pg. 11/12*)

This is not an exhaustive list and it must be recognised that it is not the role of staff to make an assessment of whether children or young people have suffered harm. All staff have a duty to report any concerns about harm in accordance with the *Local Safeguarding Children Board Guidelines and Procedures* (see HSCB: 2010).

Specific safeguarding issues:

- Child missing from education
- Child missing from home or care
- Child sexual exploitation
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women/girls
- Mental health
- Private fostering
- Prevent radicalisation
- Sexting

- Teenage relationship abuse
- Trafficking

(*Keeping Children Safe in Education, 2016, pg 12*)

## 10. Recognition of Harm

The harm or possible harm of a child may come to your attention in a number of possible ways:

1. Information given by the child, his/her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because:
  - It does not make sense when compared with the explanation given
  - The explanations differ depending on who is giving them (e.g. differing explanations from the parent/carer and child)
  - The child appears anxious and evasive when asked about the injury
4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
5. Contact with individuals who pose a 'risk to children' (*Guidance on Offences Against Children, Home Office Circular 16/2005*). This replaces the term 'Schedule One Offender' and relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in *Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003)*, or someone who has been identified as continuing to present a risk to children.
6. The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, or previous children removed from their carers – this is where the Safeguarding Board stops.
7. Young carers can be particularly vulnerable. Children and young people under 18 who provide care assistance or support to another family member are called young carers. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care, support or supervision.
8. Substance misuse – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.

9. Mental health – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality (*HM Government 2010: pages 265-269*).
10. Domestic violence – The Home Office (2009) defines domestic violence as 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality' (*HM Government 2010: page 262, paragraph 9.17*). Domestic violence affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in *section 120 of the Adoption and Children Act 2002* to the *Children Act 1989* clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:
- It can pose a threat to the physical well-being of an unborn child, if a mother is kicked or punched
  - Children may suffer injuries as a result of being caught up in violent episodes
  - Children become distressed by witnessing the physical and emotional suffering of a parent
  - The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children
  - The impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use

People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children (*HM Government 2010: pages 262-265*).

11. Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g. text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies (*HM Government 2010: pages 305-307*). The College's *Anti*

*Bullying: Guidance and Policy* document can be found in SharePoint and provides further information on bullying and instructions to staff on how to respond.

12. Gang activity – Children and young people who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and other potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs. Other risks include increased likelihood of involvement in knife crime, sexual violence and substance misuse (*HM Government 2010: page 192, paragraph 6.5*).

The guidance *Safeguarding children and young people who may be affected by gang activity 2010(b)* advises that agencies should follow the referral process in *Working Together to Safeguard Children 2010* when they have concerns about a child's safety and welfare. In relation to those children and young people who may be affected by gang activity concerns may be raised that a child or young person is:

- not involved in gangs but vulnerable to, or at risk of, becoming involved in a gang
- non-gang-involved and at risk of harm from gang members
- gang-involved and at risk of harm through their own gang-related activities (*HM Government 2010(b): page 22, paragraph 68*).

## **11. Allegations Made Against Staff/Volunteers**

The Principal manages safeguarding allegations made against any adult officially present on the College site. In the absence of the Principal, this responsibility is delegated to the DSP for child protection. In the event that a student should disclose to a member of staff, that member of staff must follow procedures as laid out in section 4 of the College's *Child Protection Policy*. He or she should not personally investigate the matter but will record what the student has said on the *At Risk Recording Form*. The matter should then be referred immediately to the Principal or, in his absence, the DSP.

If an allegation is made against the Principal, this should be referred directly to the DSP. He or she will then immediately inform the matter to the Chair of Governors who will then follow the procedures outlined below (assuming the role of the Principal).

In responding to the allegation, the Principal will investigate the matter at the earliest opportunity and will follow procedures and guidance laid out by the LSCB and the DFE. There may be reasons at this stage for the Principal not to speak directly to the accused person (see below). When dealing with an allegation, the Principal will consider whether the adult has:

- Behaved in a way that has harmed a student, or may have harmed a student
- Possibly committed a criminal offence against or related to a student, or
- Behaved towards a student in a way that indicates he/she is unsuitable to work with young people, in connection with the person's employment or voluntary activity

If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have been if they had not left, the College will notify the DBS.

Should the Principal decide that the allegation meets any of the above criteria, then he/she will inform the Local Authority within one working day. This referral will be made the Local Authority Designated Officer (LADO) (see section 14 for contact details). The LADO is responsible for overseeing cases, providing advice and guidance to employers and voluntary organisations, liaising with police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a fair and thorough process. If the Principal decides that the allegation is particularly serious, then a referral may be made immediately to the police or social care, or both.

The Principal will inform the accused person about the allegation as soon as possible after consulting the Local Authority. However, where the LADO decides that a local authority strategy discussion is needed, or it is clear that police or social care may need to be involved, that should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person. For example, in cases where vital evidence may be lost to an investigation, such as computer records, it may be that the Principal does not alert the accused person at this stage but informs the police so that the evidence can be secured.

There are up to three elements in the initial considerations of an allegation:

- A police investigation of a possible criminal offence
- Assessment of whether a student needs protection or services
- Consideration by the College of disciplinary action

The LADO will decide whether to convene a strategy meeting to consider the next steps. This meeting will include representatives from Children's Social Care, police, the College Principal and other relevant bodies as appropriate.

The decision to suspend a member of staff can only be taken by the Principal (or the Chair of the Corporation if the allegation is against the Principal). Suspension can be recommended but cannot be required by the local authority, police or Children's Social Care. In deciding whether or not to suspend a member of staff, the Principal will consider:

- Is there a cause to suspect that a student is at risk of significant harm?
- Does the allegation warrant investigation by the police?
- Is the allegation so serious that there may be grounds for dismissal?

The role of the LADO in the case of suspension is to support and advise the Principal and to ensure that investigations are resolved as quickly as possible and in manner which is fair and thorough to all parties.

In undertaking this role, the LADO will ensure that:

- the relevant agencies engage effectively in progressing enquiries
- strategies and plans are reviewed as required
- obstacles to the process are identified and resolved
- processes are compliant with guidance, procedures and legislation.

If the allegation is substantiated, the Principal will decide on the outcome and will liaise with the LADO.

If the allegation is determined to be unfounded, the Principal can refer the matter to Children's Social Care to determine whether the student concerned is in need of support services. If the allegation is shown to have been deliberately invented or malicious, the police may be asked to consider whether any action might be appropriate against the persons responsible. The Principal may also consider taking disciplinary action against the student if their behaviour is deemed to be in conflict with the Core Values and ethos of the College.

### **11.1 Supporting those involved**

Employers have a duty of care to their employees. The College will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the Children's Social Care services or the Police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice where this is provided by the employer. (*DFE: Keeping Children Safe in Education, 2015, pg 36*)

### **11.2 Staff protection**

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

- When listening to a student disclosure, avoid situations where you are on your own with a student. Make sure that the discussion takes place in a room with windows and where possible leave the door ajar to ensure that both the student and the staff member feel safe whilst maintaining confidentiality. And privacy.
- In the event of an injury to a student, accidental or not, the member of staff who reported the injury should ensure that it is recorded in the college's accident book. This is kept in the front office.
- Keep written records of any allegations a child makes against staff and volunteers and report in line with section 11 of this policy.
- If a young person touches a staff member or volunteer inappropriately, record what happened immediately and inform the DSP.
- Adhere to the College's policy on behaviour management, a copy of which can be found on SharePoint.
- Staff should not engage in conversations with students online, unless using official college systems in the context of work of the college. This means that personal texting, e-mailing or interactions on social networking sites is forbidden.

## **12. Recruitment and Selection**

It is important when recruiting paid staff, volunteers and contractors to adhere to the recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young adults.

Staff recruitment procedures are consistent with the discharge of the College's responsibility for providing a safe environment for students as set out in *Keeping Children Safe in Education 2016*. Details of employment check procedures and record keeping are available from Personnel.

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If the College knowingly employs someone who is barred to work with those groups we will also be breaking the law.

- Where possible all vacancies will be advertised internally and externally simultaneously.
- The College will take into account the requirements of the Disability Discrimination Act.
- All applicants will receive an information package appropriate to the vacancy.
- Equal opportunities monitoring will be undertaken for all advertised posts.
- Application forms will be forwarded to the appropriate person for shortlisting.
- Applicants must declare in their application details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), and agree to an enhanced DBS check, permission to contact two referees, including their current or most recent employer.
- Consideration will be given to ensure the composition of the interviewing panel is appropriate to the level and type of post.
- The shortlisting exercise will be carried out on an objective basis.
- Selection will include a formal interview.
- Where appropriate a range of selection tests may be used.
- References will be obtained for each potential employee before confirmation of appointment.
- In accordance with the *Asylum and Immigration Act 1996*, the College will ensure that it does not employ a person who is not entitled to live or work in the United Kingdom.
- An offer, be it oral or in writing, will be subject to medical clearance as necessary, and to the receipt of satisfactory references, and subject to a satisfactory DBS Disclosure.
- On completion of the selection process, all interviewers' packages including any notes made by the panel should be kept together and returned to the Personnel section.
- Prior to the individual taking up the post, arrangements for an effective and appropriate induction programme should be put into place. This, and future training, will be managed by the individual's line manager and the senior member of staff responsible for staff training.
- If a satisfactory DBS has not been received prior to an employee taking up post, then for all contact with young people on site they will be accompanied by a member of staff with a satisfactory DBS until such time as the DBS check is satisfactorily completed.
- The employee's work will be supervised in the first instance by the appropriate line manager.
- Staff and volunteers will be subject to a probationary period (3-6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs.
- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.
- A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. An organisation which knowingly employs someone who is barred to work with those groups will also be breaking the law. If your organisation works with children or vulnerable adults and you dismiss a member of staff or a volunteer because they have harmed a child or vulnerable adult, or you would have done so if they had not left, you must tell the Disclosure and Barring Service. Information on how to do this can be found at: <http://www.dbs-gov.org.uk/>.

- The College has a strict visitors and contractors policy, which also covers risk assessing guest speakers.
- The College will refer to: *Flowchart of disclosure and barring service criminal record checks and barred list checks. (Keeping Children Safe in Education, 2016)*

### **13. Staff Training**

The College adheres to local and national guidelines to ensure that all staff are fully conversant with the College's safeguarding policies and local and national developments.

In addition to basic child protection training, the DSP undertakes training in inter-agency working, and refresher training at two-yearly intervals. The Lead Person undertakes appropriate training at two-yearly intervals.

CPOs receive appropriate training by the LSCB and undertake refresher training at two-yearly intervals. A strategic specialised training programme is provided to the team of CPOs to ensure expertise across the team in various aspects of child protection.

The Principal, College governors and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three-yearly intervals.

All new staff undertake initial training, including familiarisation with the child protection policy and procedures, as part of their induction.

The DSP will ensure:

- Staff receive annual basic training in child protection issues and are aware of the College child protection procedures.
- Mechanisms are in place to assist staff in understanding and discharging their responsibilities, as set out in Part 1 and understand the role of the DSP.
- Part 1 of *the Keeping Children Safe in Education: Statutory Guidance for School and Colleges 2016* must be read by all staff.
- All staff members are aware of systems within the college which support safeguarding and these should be explained to them as part of staff induction. This includes; the College's Child Protection Policy, and the College's staff behaviour policy (Code of Conduct).

*(Keeping Children Safe in Education, 2016)*

## 14. Contacts

### Hull

Children's Social Care (Local Authority)

- Access & Assessment Team (01482) 448879
- Emergency Duty Team (01482) 788080
- LADO (01482) 790933

Police Public Protection Unit 101

Hull Safeguarding Children Board (01482) 379090

**[www.hullsafeguardingchildren.org](http://www.hullsafeguardingchildren.org)**

### East Riding

Children's Social Care (Local Authority)

- Referrals (01482) 395500
- Children's Services (01482) 396840
- Emergency Duty Team (01377) 241273

Local Authority Designated Officer (01482) 396999

East Riding Safeguarding Children Board (01482) 396998/9

## 15. Resources and Internet Links

This section acts as a guide, rather than an exhaustive list. Its aim is to provide you with some useful resources and links.

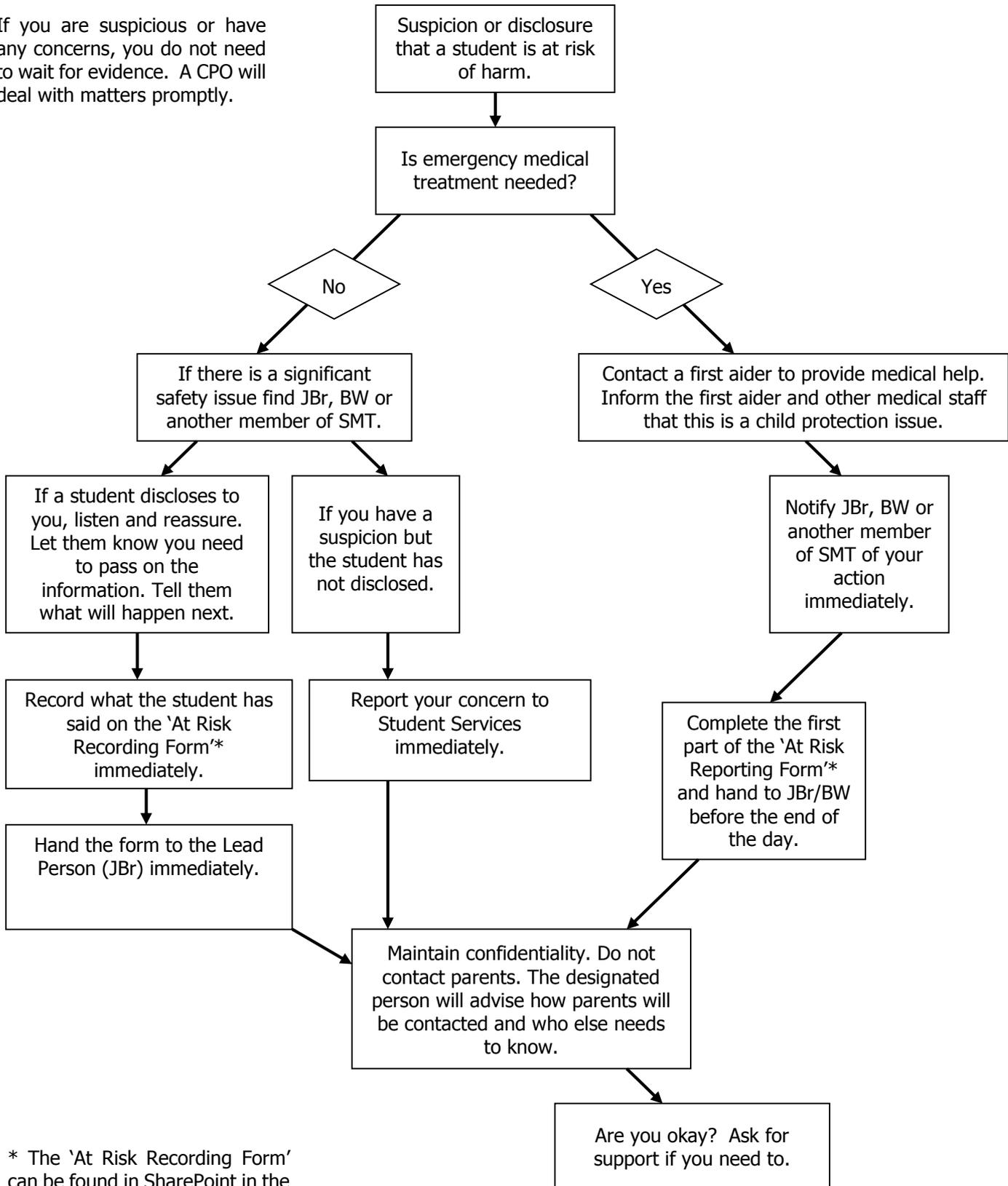
1. HM Government (2015) *Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children*.
2. DFE (2016) Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.
3. Ofsted (2015) Common Inspection Framework for further education and skills.
4. HM Government (2015) Prevent Duty Guidance: for England and Wales
5. HM Government (2007) *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004, London*.  
Internet link: <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00042/>
6. HSCB (2010) *Procedures and Guidance*. Hull Safeguarding Children Board. NB - This document is currently under revision – Please visit Hull Safeguarding Children Board on the following internet link:

[http://www.hullcc.gov.uk/portal/page?\\_pageid=221,75119&\\_dad=portal&\\_schema=PORTAL](http://www.hullcc.gov.uk/portal/page?_pageid=221,75119&_dad=portal&_schema=PORTAL)

7. DfES (2006) *What to do if you're worried a child is being abused*. Internet link: [www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/](http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/)
8. DoH (2005) *Responding to domestic abuse: A handbook for health professionals*. Internet link: [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4126161](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4126161)
9. Cleaver, H., Nicholson, D., Tarr, S. and Cleaver, D. (2007) *Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice*. London: Jessica Kingsley Publishers.
10. Cleaver, H., Unell, I. and Aldgate, A. (2010) *Children's Needs – Parenting Capacity: The impact of parental mental illness, learning disability, problem alcohol and drug use, and domestic violence on children's safety and development. 2<sup>nd</sup> Edition*. London: Jessica Kingsley Publishers.
11. HM Government (2010b) *Safeguarding Children and Young People who may be affected by Gang Activity*. Internet link: <http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productiondetails&PageMode=publications&ProductId=DCSF-00064-2010>
12. DCSF (2009) *Safe from bullying in youth activities*. Internet link: [http://publications.education.gov.uk/eOrderingDownload/Safe\\_from\\_Bullying-Youth\\_Activities.pdf](http://publications.education.gov.uk/eOrderingDownload/Safe_from_Bullying-Youth_Activities.pdf)
13. DCSF (2009) *Cyberbullying: Supporting School Staff*. Internet link: <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00242-2009>
14. DCSF (2007) *Cyberbullying Safe to Learn: Embedding anti-bullying work in schools*. Internet link: [http://www.safesocialnetworking.com/img/safety/Cyberbullying\\_2.pdf](http://www.safesocialnetworking.com/img/safety/Cyberbullying_2.pdf)
15. Get Safe Online: awareness and advice. Internet link: [www.getsafeonline.org](http://www.getsafeonline.org)
16. CEOP Website - Think U Know: awareness and advice. Internet link: <http://wwwthinkuknow.co.uk/>
17. Child Protection in Sport Unit (CPSU); [www.thecpsu.org.uk/](http://www.thecpsu.org.uk/)
18. Safe Network: [www.safenetwork.org.uk](http://www.safenetwork.org.uk)

## Appendix 1 – Procedure for Staff Responding to Disclosures or Suspicions of Abuse

If you are suspicious or have any concerns, you do not need to wait for evidence. A CPO will deal with matters promptly.



\* The 'At Risk Recording Form' can be found in SharePoint in the appendix to the Child Protection Policy (appendix 3)

## **Appendix 2 – Seeking Consent for a Referral**

**Referrals can be made by any staff member as outlined in section 4 Procedure.**

*Working Together to Safeguard Children* (HM Government 2015) states that professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Access and Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

So in general where concerns about a child relate to Section 17 children 'in need' (*Children Act 1989*) consent should be sought from the parents, carer or children where appropriate prior to a referral being made.

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff/volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Local Authority Access and Assessment Team.

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.

*(Keeping Children Safe in Education, 2015)*

## Appendix 3 – Making a Referral

**Referrals can be made by any staff member, under guidance from the Lead Person, or directly by the Lead Person in consultation with the DSP as outlined in section 4 of the procedure.**

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.  
(*Keeping Children Safe in Education, 2015*)

Referrals of all children in need, including those where there are child protection concerns will be made to:

- **Hull** – To Children's Social Care – Access and Assessment Team or Police Public Protection Unit
- **East Riding** – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team
- **Out of Hours** – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The referrer should be prepared, where possible, to give the following information:

- The nature of your concerns / allegation
- Whether the child will need immediate action to ensure their safety
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings
- The nature of your involvement with the family
- Other professionals involved with the family
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child's current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?



<b><i>Notes</i></b>	<b><i>Staff Involved</i></b>	<b><i>Date</i></b>

## Appendix 5

### Confidential

#### Referral Form

#### Child Protection Notification

Name of student: .....

Date of birth: .....

Address: .....

.....

Post code: .....

Parental responsibility: .....

.....

Time & date of referral: .....

.....

External agency to which the referral is made: .....

.....

---

Brief summary of reason for referral:

Signed: .....

Date: .....

## **Appendix 6 – Information Sharing: Practitioner’s Guide**

Information sharing: Guidance for practitioners and managers’ (HM Gov, 2008).

It can be especially useful in supporting early intervention and preventative work where decisions about information sharing may be less clear than in safeguarding of child protection situations. Below are 7 golden rules of information sharing that this guidance recommends.

### **Seven key points on information sharing:**

1. Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgements on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reason for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.