



## **Child Protection Policy** **(including Safeguarding and *Prevent*)**

Franklin College provides educational provision for learners aged 16-25 who reside in North East Lincolnshire

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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<sup>1</sup> for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

## 2. Statement of Intent

Franklin College recognises that protecting and safeguarding children and young people<sup>2</sup> 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 Franklin 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 partner schools
- Attend core group meetings focusing on vulnerable students
- Have weekly meetings with AP, DDS, DDSS and Progress Coaches (involving the Safeguarding Team and the Designated Safeguarding Lead)
- Liaise with external agencies (including FFAP, CAMHS, Open Minds, LSCB and *Prevent*)

Franklin 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, and vulnerable young adults until the age of 25. Any case of suspected abuse against any student aged 18 or over is treated as abuse of a vulnerable adult.

This Policy complements and is supported by Franklin College’s *Prevent* Strategy (see Appendix 9, below)

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<sup>1</sup> *Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children* (Department for Education, March 2015, p5)

<sup>2</sup> Throughout these policies and procedures, reference is made to “children and young people”. This term is used to mean “those under the age of 18” and in the case of those students who are vulnerable as the result of a disability and/or medical condition “those under the age of 25”. The governing body recognise that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults.

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

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.

### 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 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 Safeguarding Lead (DSL)

The College's Director of Student Services, Vicki Pannell (VPa) has lead responsibility for Safeguarding and child protection (and the implementation of the *Child Protection Policy*). The Director of Student Services is the Designated Safeguarding Lead (DSL) and is responsible for<sup>3</sup>:

- 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 Safeguarding Team on all cases of referral
- Referring cases to the Channel panel where there is a radicalisation concern as required
- Ensuring that proper records are kept of any child protection referral, complaint or concern
- Ensuring that staff receive annual basic training in child protection issues and are aware of the College child protection procedures. Part 1 of the *Keeping Children Safe in Education: Statutory Guidance for School and Colleges* (DfE, March 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. This includes; the College's Child Protection Policy and *Prevent* Strategy; the College's staff behaviour policy (Franklin College Staff Code of Professional Conduct, 2015); and the designated safeguard lead.

#### The Safeguarding Team (Child Protection Officers)

The College Safeguarding team are:

- Vicki Pannell, Director of Student Services and Designated Safeguarding Lead (VPa)

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<sup>3</sup> *Keeping Children Safe in Education* (DfE, 2016 p.59)

The remainder of the Safeguarding Team are all Deputy Safeguarding Leads and they are:

- Helen Forman, Deputy Director of Student Services (HFo)
- Ben Kirk, Deputy Director of Student Services (BKl)
- Mel Logan, Deputy Director of Student Services (MLo)
- Trevor Wray, Principal (TWr)
- Sue Wallis, Deputy Principal (SWa)

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. Members of the Safeguarding Team can refer to the appropriate external agencies, under the guidance of the Designated Safeguarding Lead. Staff will receive appropriate training at intervals advised by the Local Safeguarding Children's Board (LSCB), every three years for members of the Safeguarding Team and every two years for the DSL. Staff are also trained in *Prevent* up to at least WRAP<sup>4</sup> level.

### **Governors**

The College Corporation is committed to ensuring that the College:

- Provides a safe environment for children and young people to learn in
- Identifies children and young people who are suffering, or likely to suffer, significant harm
- Takes appropriate action to see that such children and young people are kept safe, both at the College and, as far as we are able, at home.

In pursuit of these aims, the governing body will approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the College;
- Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns;
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- The safe recruitment of staff.

In developing the policies and procedures, the governing body will consult with, and take account of, guidance issued by the Department for Education and other relevant bodies and groups. The procedures have been developed in cooperation with the Local Safeguarding Children Board (LSCB). The College will refer concerns that a child or young person might be at risk of significant harm to social services/the appropriate agencies as agreed with the LSCB.

The College Corporation has nominated a governor with special responsibility for monitoring how the College discharges its Safeguarding/Child Protection responsibilities. The current designated Governor for Safeguarding is Jerry Woolner. There is a role description for the Designated Governor<sup>5</sup>.

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<sup>4</sup> WRAP – Workshop for Raising Awareness of *Prevent*

<sup>5</sup> See Appendix 6b

The designated governor is responsible for liaising with the Principal and the Designated Safeguarding Lead, including:

- Ensuring that the College has procedures and policies which are consistent with the LSCB procedures
- Ensuring that the governing body considers the College policy on safeguarding each year
- Ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

The designated governor will also be a key link in the liaison between agencies such as the police, social services – as defined by the LSCB in connection with allegations against the Principal or the Designated Safeguarding Lead. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and the provision of information to assist enquiries.

To assist in these duties, the designated governor shall receive appropriate training as directed by the LSCB.

#### **4. Procedure**

If, at any point, there is a risk of immediate serious harm to a child or young person a referral should be made to Children's Social Care immediately through a nominated member of the Safeguarding Team. If the child or young person'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 or young person at some point<sup>6</sup>.

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 a nominated member of the Safeguarding Team 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).

If concerns about any of the situations outlined below arise outside of College hours, please call the **Safeguarding help line on 01472 875999** (24 hours).

#### **Managing Disclosure**

It may well be that information is already held centrally, but it is important that the College has a full picture of the support needs of the young person so it is vital that the information is passed on to the Safeguarding Team. It is important that the information is passed on even if the member of staff is not sure that the disclosure is genuine.

Sometimes information about a student's welfare may come via a third party, such as student's friends or parents/carers. If the information received gives cause for concern, please pass on the information to the DSL or a member of the Safeguarding Team as above.

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<sup>6</sup> *Keeping Children Safe in Education* (DfE, 2016) and Franklin College *Prevent Strategy* (2015)

Members of staff may find evidence of potential harm to students without knowing who this relates to. This could include finding objects which could indicate harm, e.g.

- sharps such as razor blades, weapons.
- notes or other documentation
- graffiti or printed materials with potentially discriminatory, threatening or derogatory content
- drugs or alcohol

Any of the above should be reported to the Safeguarding Team and/or to Gavin Hall, Facilities Manager, as a matter of urgency.

#### 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 secrecy, but that every effort will be made to maintain confidentiality**. By 'confidentiality', we mean that whilst the issue must be shared with a member of the Safeguarding Team, it will only be shared thereafter with those who are best placed to support and provide assistance. This may, of necessity, be several individuals. 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
- Try, where possible, to record what is said verbatim – use the young person's **own words** rather than paraphrase/correct grammar or syntax
- 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 *Safeguarding Reporting Form* (Appendix 5) 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 immediately pass the completed *Safeguarding Reporting Form* to the DSL or member of the Safeguarding Team dealing with the issue.

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

Allegations against another student; 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 Student Management 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 notices around the College and on the College Moodle site, FIS and Website.

A member of the Safeguarding Team or DSL must follow the steps and guidance as identified in **4.1**.

#### 4.3 Managing a disclosure about a member of staff/volunteer

##### Allegation against a current member of staff/volunteer

See Section 11, below (p.16)

##### Allegation against a member of staff/volunteer who no longer is employed by/volunteering at the College

The member of the Safeguarding team or DSL 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 member of the Safeguarding team or DSL and must follow the steps and guidance as identified in **4.1**.

The member of staff to whom the disclosure is made must make it clear to the young person that they **cannot make guarantees of secrecy, but that every effort will be made to maintain confidentiality** (see 4.1 above). If a member of staff believes that a student is at serious personal risk due to self-harm (or the threat of self-harm) then they have a duty to inform the DSL or a member of the Safeguarding Team immediately, and they must notify the student of their intention to do this.

#### 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 and directly** to a member of the Safeguarding

Team who will arrange to see the student as soon as possible and no later than by the close of the same working day.

The member of the Safeguarding team who meets with the student will record what the student has said on the *Safeguarding Reporting Form* and will then liaise with the Designated Safeguarding Lead over the next steps.

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

The member of the Safeguarding team, in discussion with the DSL, 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. Members of the Safeguarding Team may refer, under the guidance of the DSL.

It is not the role of members of the Safeguarding Team or DSL to undertake an investigation into the concerns or allegations of harm. It is the role of members of the Safeguarding Team or DSL to collate and clarify details of the concern or allegations and to provide this information to the Local Authority Access, FFAP, 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. However, it should be noted that on occasion the Franklin College Safeguarding Team/DSL may be asked to make further enquiries to provide additional /corroborating evidence for FFAP Team, or Locality Team if Children's Social Care is already involved.

If it is considered by the member of the Safeguarding Team or DSL, 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 member of the Safeguarding Team or DSL 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 an electronic record stored on the secure safeguarding system.

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 or the Learning Support Manager, under the direction of the Deputy Principal, 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 DSL will follow guidelines issued by the LSCB (Appendix 3).

Dependent on the level of concern of the member of the Safeguarding Team or DSL (in consultation with Children's Social Care where necessary) a decision will be made as to whether a referral to FFAP Team is appropriate. In this situation the LSCB 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. Guidelines on information sharing are set out at Appendix 4.
- Following consultation, in the event of a decision to refer, the DSL 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 *Safeguarding Reporting Form* should be completed (Appendix 5).

- The member of the Safeguarding Team or DSL 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 *Safeguarding Reporting Form*. A written record of the suspicion/disclosure should be sent within 24 hours of the initial call.
- The Safeguarding Team will support the student throughout the process as far as is appropriate.

#### 4.7 Record keeping

The DSL will ensure that all written or electronic records relating to the incident are kept up until the individual's 25<sup>th</sup> birthday in a secure location. No other copies of child protection information/documentation relating to a referral or subsequent proceeding should be kept. All records will be stored electronically on the secure, password protected Safeguarding system on FIS.

#### 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 DSL (or, if it concerns the DSL, directly to the Principal or Clerk to the Corporation).

### 5. National and Local Guidance

This *Child Protection Policy and Procedure* should be read in conjunction with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges* (DfE 2016), *Multi-Agency Statutory Guidance on Female Genital Mutilation* (HM Government 2016) and the North East Lincolnshire *Local Safeguarding Children Board (LSCB) Prevention and Early Intervention Summary (2014-16)* and *Business Plan (2013-15)*. 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)*
- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (2015)*
- *Counter Terrorism and Security Act (2015)*
- *Keeping Children Safe in Education (2016)*
- *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 (2009)*
- *Multi-agency Statutory Guidance on Female Genital Mutilation (April 2016)*

Franklin 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:

- *Child Protection and Safeguarding Policy*
- *Staff Code of Professional Conduct*
- *eSafety Policy*
- *Prevent Strategy*
- *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 Diversity and Inclusion (EDI) Policy*
- *Complaints Procedures*

## 6. Safeguarding & Promoting Welfare and Child Protection

### 6.1 Definition

Safeguarding and promoting the welfare of children are defined<sup>7</sup> 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

### 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. Colleges and their staff form part of the wider safeguarding system for children. This system is described in the statutory guidance *Working Together to Safeguard Children (2015)*. Schools and Colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm<sup>8</sup>.

<sup>7</sup> *Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children* (Department for Education, 2013)

<sup>8</sup> *Keeping Children Safe in Education* (DfE 2016, p.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 (LAC)
- Students living independently
- Students who face particular financial hardship and from socially disadvantaged backgrounds
- Students with SEND
- Young people with emotional, behavioural and social difficulties
- Young carers

College managers and support staff monitoring these groups of students should report any concerns to the Deputy Principal 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.

## 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. They may be abused by an adult or adults or another child or children<sup>9</sup>.

### 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<sup>10</sup>.

### 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

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<sup>9</sup> *Keeping Children Safe in Education* (DfE 2016, p.11)

<sup>10</sup> As above

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<sup>11</sup>

### 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<sup>12</sup>

### 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<sup>13a</sup>

### 9.5 Female Genital Mutilation (FGM)

Female Genital Mutilation is the partial or complete removal of external female genitalia for non-medical reasons. It is mostly carried out – without anaesthetic – on girls between infancy and age 15. FGM has zero health benefits and often results in lifelong health problems, increased risks during childbirth, psychological trauma, and even death<sup>13b</sup>

Section 5B of the 2003 FGM Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

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

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<sup>11</sup> Keeping Children Safe in Education (DfE 2016, p.11)

<sup>12</sup> As above

<sup>13a</sup> As above

<sup>13b</sup> Equality Now

any concerns about harm in accordance with the *Local Safeguarding Children Board Guidelines and Procedures*.

Specific safeguarding issues<sup>14</sup>:

- 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
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

## 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 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.

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<sup>14</sup> Keeping Children Safe in Education (DfE 2016, p.12)

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 care – 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'. 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<sup>15</sup>.

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<sup>16</sup>. The College's *Anti Bullying Policy* document can be found on Moodle and provides further information on bullying and guidance 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.

The guidance *Safeguarding children and young people who may be affected by gang activity* (2010) advises that agencies should follow the referral process in *Working Together to Safeguard Children* (2016) 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<sup>17</sup>

## 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 DSL 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 *Safeguarding*

<sup>15</sup> *Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children* (Department for Education, 2015)

<sup>16</sup> *Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children* (Department for Education, 2015)

<sup>17</sup> *Safeguarding children and young people who may be affected by gang activity* (2010, p.22)

*Reporting Form.* The matter should then be referred immediately to the Principal or, in his absence, the DSL.

If an allegation is made against the Principal, this should be referred directly to the DSL. She will then immediately inform the Chair of Governors (or the Link Governor for Safeguarding) who will then follow the procedures outlined below (assuming the role of the Principal). Where the allegation concerns the Principal and the DSL collectively, the matter should be referred to the Clerk to the Corporation, Sharon Stenton, who will contact the Chair and/or the Link Governor for Safeguarding.

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 Disclosure and Barring Service (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 to 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, consistently 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 (or the Principal and other senior staff collectively)).

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 a 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<sup>18</sup>.

### **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.

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<sup>18</sup> *Keeping Children Safe in Education* (DfE 2016, p.42)

- 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 DSL.
- Adhere to the College's policy on behaviour management, a copy of which can be found on Moodle.
- 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.

Staff should protect themselves in their dealings with students. All staff must be familiar with the *Staff Code of Professional Conduct* (available on Moodle) and maintain professional standards at all times. Although we would encourage staff to be sympathetic and supportive to students with personal difficulties, the following guidelines should be followed to ensure that they do not make themselves vulnerable.

- Be aware of the need to maintain visibility if you are talking to a student on a 1:1 basis. This means ensuring that visibility panels on doors are not obscured. If staff have any concerns about discussing sensitive issues with a student, please seek help from Student Services or request a colleague to accompany them.
- If a student needs to leave College due to illness or distress, please ensure that they go to Student Services to sign out.
- Don't offer a student a lift even if they are distressed. The College can arrange taxis if necessary. Student Services will be able to advise. If there is no alternative to a member of staff taking the student in their own vehicle, they must ONLY do so if they have:
  - The consent of a senior member of staff who is aware of the circumstances under which the journey is necessary
  - A workplace colleague to accompany them for the whole journey(s)
  - Appropriate insurance to cover them and any passengers whilst travelling on behalf of their employer
  - A valid MOT and road fund licence
- Don't lend students money. If a student approaches a member of staff for a loan, please refer them to the Student Information Desk.
- Don't divulge personal emails or phone numbers (including personal mobile telephone numbers) to students.
- Don't put themselves in a potentially difficult situation by socialising with students, particularly if they may be drinking.
- Don't have students as friends on social networking sites. When using social networking sites and internet forums, ensure that privacy settings are appropriate, and members of staff must not engage in any discussions or dialogue about the College or students and other stakeholders. Maintain professional standards at all times.
- If a member of staff feels that the action they wish to take will bring them in conflict with the Staff Code of Professional Conduct and/or the guidance and instructions in this Policy, please take advice from a senior manager immediately.

## 12. Recruitment and Selection

It is important when recruiting paid staff and volunteers 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 Human Resources.

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 and give 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 (up to one year after the start of employment with the College, and extended if required) 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.uk/>.

- The College will refer to: *Flowchart of disclosure and barring service criminal record checks and barred list checks*<sup>19</sup>.

### 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 DSL undertakes training in inter-agency working, and refresher training at two-yearly intervals.

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

The Principal, College governors and all other staff who work with children and young people, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, and that knowledge 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, and prevent as part of their induction.

The DSL will ensure:

- Staff receive annual basic training in child protection issues and are aware of the College child protection procedures. 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; the school or College's staff behaviour policy (Staff Code of Professional Conduct); and the designated safeguard lead<sup>20</sup>.

### 14. Contacts

#### North East Lincolnshire

Children's Social Care (Local Authority)

FFAP

Emergency Duty Team

LADO

Police Public Protection Unit (101)

North East Lincolnshire Safeguarding Children Board

<http://www.nelsafeguardingchildrenboard.co.uk/>

<sup>19</sup> *Keeping Children Safe in Education*, 2016, p.30)

<sup>20</sup> *DFE: Keeping Children Safe in Education*, (2016, p.6)

## 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.

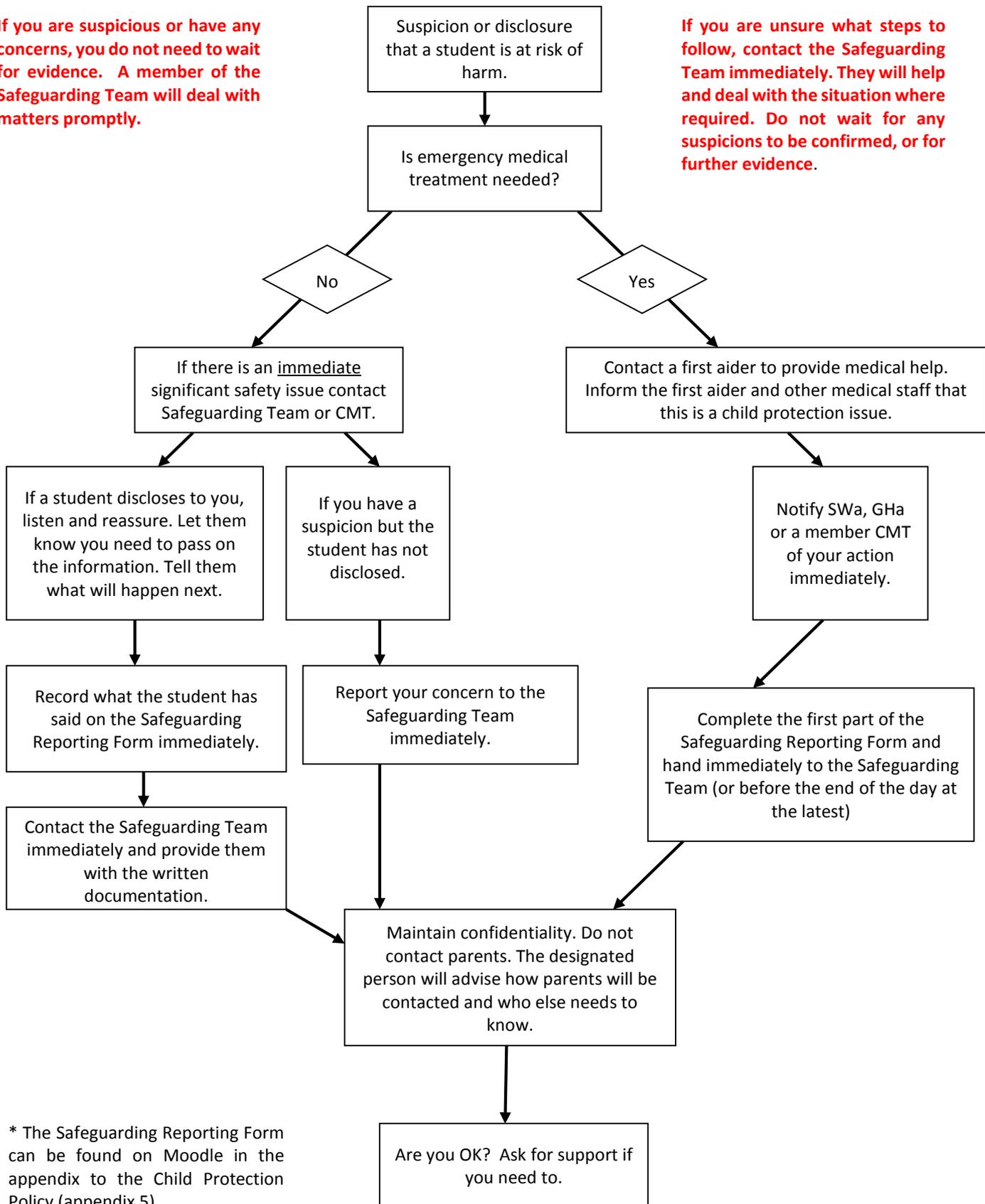
1. HM Government (2013) *Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children*.
2. DFE (2016) *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges*.
3. Ofsted (2015) *Common Inspection Framework for further education and skills*.
4. HM Government (2010) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of Children*. Department of Children Schools and Families. Internet link:  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00305-2010>
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)

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13. DSCF (2009) *Cyberbullying: Supporting School Staff*. Internet link: <http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00242-2009>
  14. DSCF (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 member of the Safeguarding Team will deal with matters promptly.**

**If you are unsure what steps to follow, contact the Safeguarding Team immediately. They will help and deal with the situation where required. Do not wait for any suspicions to be confirmed, or for further evidence.**



\* The Safeguarding Reporting Form can be found on Moodle in the appendix to the Child Protection Policy (appendix 5)

## 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* (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* (2016)

### Appendix 3 – Making a Referral

**Referrals can be made by any staff member, under guidance from the Designated Safeguarding Lead, or directly by DSL 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* (2016)

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

- **North East Lincolnshire** – To Children's Social Care – FFAP or Police Public Protection Unit
- **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?

## Appendix 4 – Information Sharing: Practitioner’s Guide

Information sharing: Guidance for practitioners and managers’ (DES, 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.

**Appendix 5: Safeguarding Reporting Form**

**STUDENT SAFEGUARDING INCIDENT REPORT FORM**

**Incident No:**

<b>Student Name:</b> <b>Student ID:</b>	<b>Reported by:</b>
<b>Progress Coach:</b>	<b>Date:</b>

**Outline details of incident: (attach further details if applicable)**

**Referred to: (Should be a member of the safeguarding team- Please check the Safeguarding Duty Rota)**

<b>HFo</b>	<b>MLo</b>	<b>VPa</b>	<b>BKi</b>	<b>Spt</b>	<b>SHa</b>	<b>JAI</b>	<b>TWa</b>	<b>SWa</b>
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### For use by Safeguarding Team Only

<b>1. Bullying</b>	<b>2. Crime</b>	<b>3. Domestic Abuse</b>	<b>4. Drug &amp; Substance misuse</b>	<b>5. Exploitation</b>	<b>6. Harassment &amp; Discrimination</b>	<b>7. Internet safety</b>
-Physical -Emotional -Cyber -Victim of -Perpetrator of -Other	-Victim of -Perpetrator -Court Appearance -Other	-Physical -Emotional -Financial -Sexual -Witness to -Victim of (by non-parent/guardian) -Perpetrator -Living in place where present -Other	-Student reporting -Student using -Student selling -Other	-Sexual -Financial -Forced marriage -Inappropriate Relationship -Other	-Victim of -Perpetrator -Other	-Student -Other reported person - Inappropriate use - Inappropriate viewed content -Other
<b>8. Child Protection &amp; Child in Need</b>	<b>9. Radicalism</b>	<b>10. School/college security</b>	<b>11. Self harm</b>	<b>12. Victimisation</b>	<b>13. Mental Health</b>	<b>14. Other (Please specify)</b>
-Physical abuse -Emotional abuse -Sexual abuse -Emotional neglect -Physical neglect -Living Independently (Under 18) -Homeless (Under 18) -Other	-Victim of/ Exposed to -Perpetrator -Inciting hatred -Other	-Bringing in inappropriate articles -Bringing in weapons -Intent to harm -Viewing weapons -Researching weapons -Other	-Purposefully inflicted harm to self; Cutting Burning Other -Intent to attempt suicide -Other	-Victim of -Perpetrator -Ethnicity -Religion -Disability -Socio Economic Status -Other	-Depression -Anxiety -Bereavement -Eating Disorder -Psychosis; Schizophrenia Bi-Polar Severe Depression -Other	For example; -Unplanned pregnancy -Young Carer -Long term physical health issue

<b>Incident Classification:</b> (Select two if appropriate)  .....	<b>Reason:</b>
-----------------------------------------------------------------------------	----------------

<b>Agreed action/ follow up:</b> (Please list actions taken and contacted parties)
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<b>Initials:</b>
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**Appendix 6**

Role Descriptions for (a) Designated Safeguarding Lead and (b) Designated Governor

**ROLE DESCRIPTION**

<b>ROLE TITLE:</b>	<b>Designated Safeguarding Lead</b>
<b>REPORTING TO:</b>	<b>Principal</b>
<b>LOCATION:</b>	<b>Franklin College, Grimsby</b>
<b>APPOINTMENT TYPE:</b>	<b>Senior Leadership post with key responsibility</b>
<b>DATE:</b>	<b>June 2015</b>

**ROLE PURPOSE:**

The Designated Safeguarding Lead (DSL) will be the College's Designated Person for Safeguarding and Child Protection and will work closely with the Safeguarding Team, the principal and Governors (especially the Safeguarding Lead Governor). The Designated Safeguarding Lead (DSL) will receive and co-ordinate referrals, arranging and/or co-ordinating actions/interventions and reviewing services for children, vulnerable young adults and their families. The Designated Safeguarding Lead (DSL), will take the lead in developing the College's Safeguarding and Child Protection policies, training, procedures and guidance for staff, students, governors and other stakeholders. The Designated Safeguarding Lead (DSL) will lead the College's group of trained staff that form the Safeguarding Team. The Designated Safeguarding Lead (DSL) will be the College's liaison with external agencies including the Local Safeguarding Children Board (LSCB) and may attend LSCB and Common Assessment Framework (CAF) meetings on behalf of the College.

The role of the Designated Safeguarding Person falls within the range of responsibilities set out in the statutory guidance from the Department for Education: *Keeping Children Safe* (March 2015) Appendix B: Role of the designated safeguarding lead. The full range of responsibilities as set out in the statutory guidance (see extract from the guidance, below) is in addition to (and extends the remit of) the Designated Safeguarding Person (DSL) as set out below.

Within the context of the Role Description and elsewhere in reference to Safeguarding and Child Protection, 'child' refers to any young person who has not yet reached their 18<sup>th</sup> birthday. 'Vulnerable young adult' refers to a young person up to the age of 25. The College regards all of its students as being deserving of the same duty of care and level of protection.

**DIMENSIONS**

**Direct reports:** Safeguarding Team

**Budget responsibility:** TBC

**MAIN DUTIES AND RESPONSIBILITIES**

1. Leading in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the College.
2. Maintain confidentiality at all times.
3. To receive and co-ordinate referrals, arranging and/or co-ordinating actions/interventions and reviewing services for children, vulnerable young adults and their families
4. To work directly with children and vulnerable young adults in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
5. To support the care of children where their living arrangements are at risk of breakdown.
6. To provide support and guidance to carers and provide planned interventions as part of agreed plans for students.
7. To ensure that students who are at risk of and/or victims of abuse (or subject to harm) are supported appropriately and sensitively and that all actions assigned to Franklin College from planning and intervention meetings are successfully carried out and monitored.
8. To develop and deliver appropriate training for all staff and governors across the college. Ensure the development and delivery of training and support for staff
9. Manage and plan and review all child protection cases and strategy meetings
10. Promote a culture of inclusion within the College community where all views are valued and taken in to account
11. Be an excellent role model, exemplifying the high standards of, and promoting high expectations for, all members of the Franklin College community.
12. Work with the College Management Team to raise awareness and develop strong ethos of safeguarding and child protection knowledge across the College
13. The Designated Safeguarding Lead (DSL) will be the College's liaison with external agencies including the Local Safeguarding Children Board (LSCB) and may attend LSCB and Common Assessment Framework (CAF) meetings on behalf of the College.

14. Support the processes involved in monitoring, evaluating and recording all safeguarding procedures, reports and strategies within the College. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
15. The Designated Safeguarding Lead (DSL) will lead the College's group of trained staff that form the Safeguarding Team. Support the development of skills and knowledge and train the Safeguarding Team to a high standard
16. Be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn
17. Support the College Management Team through regular reviews of all College systems to ensure child protection procedures are embedded, monitored and reviewed. Prepare and (where required) deliver reports for CMT and others, and for the College Corporation. Ensure the effective dissemination of information across the College.
18. On occasions, assist in the general duties of other departments within the organisation.
19. To follow best practice and College policy in all areas of work including health and safety.
20. The post holder will contribute to safeguarding at all times to ensure the safety and security of and identifying all young people and vulnerable adults who are in contact with the College, with a commitment to safeguarding the welfare of these individuals and protecting them from any potential harm
21. Work to promote and contribute to the College's Equality and Diversity Policy.
22. Such other tasks as may be necessary to ensure the continuing development of quality assurance across the College, and to ensure the continuing development of systems and service.
23. Such other tasks directed by the Principal as may be necessary commensurate with the nature and level of responsibility of the post.

The role of the Designated Safeguarding Lead (DSL) will be in addition to the postholder's current responsibilities. However, because of the specialist and demanding nature of the role, allowance will be made to ensure that the Designated Safeguarding Lead (DSL) can be effective and successful in undertaking the role.

T Wr June 2015

Extract from *Keeping Children Safe in Education: statutory guidance for schools and colleges* (2016)

## **Annex B: Role of the Designated Safeguarding Lead**

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
  - The designated officer(s) for child protection concerns (all cases which concern a staff member)
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed).
- Liaise with the ... principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
  - Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
  - Be alert to the specific needs of children in need, those with special educational needs and young carers<sup>21</sup>.

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<sup>21</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raising Awareness**

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
  - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
  - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
  - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
  - Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## PERSON SPECIFICATION

<b>Method of Assessment</b> The table indicates the method by which the skills/knowledge/level of competence in each area will be assessed.	<b>Essential</b>	<b>Desirable</b>	<b>Application Letter/Form</b>	<b>Interview</b>	<b>Assessment Centre</b>	<b>Other</b>
Demonstrable experience of working effectively with vulnerable children / young people in either education, social work, youth work or another related area of work.		x	x	x		
Good understanding and experience of student monitoring, student support and progression issues	x		x	x	x	
Successful experience of working with young people, in a teaching or learning support environment	x		x	x		
Excellent communication and organisational skills showing ability to meet deadlines	x		x	x	x	
<i>Continued and relevant professional development</i>	x		x	x		
<i>Ability to work collaboratively within a challenging environment</i>	x			x		
<i>Ability to work effectively with a diverse range of learners</i>	x		x	x		
<i>Ability to prioritise issues and take timely and appropriate action</i>	x		x	x		
<i>Ability to identify, absorb and disseminate critical information, and an awareness of the importance of appropriately sharing to achieve the best possible outcome for the student and the College</i>		x	x	x	x	
<i>Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality.</i>		x	x	x		
<i>Successful experience of co-ordinating and motivating a team of fellow professionals</i>		x	x	x		
Knowledge of the responsibilities of agencies towards vulnerable children/adults such as the Child Protection Procedures		x	x	x		
<i>Successful experience of managing people in challenging situations</i>		x	x	x		
<i>Demonstrable knowledge of the range of additional support / agencies which can be of assistance to vulnerable pupils/students and families.</i>		x	x	x		
<i>Willingness to seek constructive solutions</i>		x	x	x		
<i>Willingness to work flexibly</i>	x		x	x		

**ROLE DESCRIPTION****ROLE TITLE:** Link Governor - Safeguarding**REPORTING TO:** The Corporation**LOCATION:** Franklin College, Grimsby**ROLE PURPOSE:**

To ensure oversight and scrutiny of the College's safeguarding policy, procedures and practice, including the *Prevent* duty, on behalf of the Corporation and ensure that they meet statutory requirements.

To liaise with the Principal and the Designated Safeguarding Lead on safeguarding issues. The Link Governor may often have some expertise in the area of safeguarding, but will not act as an expert and will not become involved in the day to day management of safeguarding.

**MAIN DUTIES AND RESPONSIBILITIES** (over and above the duties of a Governor)

1. To ensure that the College takes its safeguarding responsibilities seriously and as required by law
2. To gain an understanding of the College's safeguarding policy, procedures and processes, including the *Prevent* duty, and to ensure that the College has procedures and policies in place which are consistent with the Local Safeguarding Children Board (LSCB) procedures
3. To work to help to improve oversight of safeguarding
4. Although not an expert, to raise concerns or suggestions regarding the College's safeguarding policy and procedures if appropriate
5. To provide assurance to Governors that there are appropriate safeguarding children policies and procedures in place, monitor whether they are followed and, together with the rest of the governing body, remedy deficiencies and weaknesses that are identified
6. By invitation, to attend and participate in meetings related to safeguarding and the *Prevent* duty
7. To undertake training, organised by the College, to keep up to date with developments in legislation, policy and best practice and to receive any other appropriate training as directed by the LSCB

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8. To ensure that the Corporation considers and reviews the College policy on safeguarding annually
  9. To report back annually to the Corporation on safeguarding practice within the College including how the College and its staff have complied with the College policy and the training that staff have undertaken
  10. To act as a key link between agencies, such as the Police and Social Services, in connection with allegations against the Principal or the Designated Safeguarding Lead.

There will not be a fixed term of office for the role. It will terminate when the incumbent ceases to be a serving Governor or when the Governor or the College gives the other party notice.