

Sidmouth College

Whole School Safeguarding and Child Protection Policy and Procedures

Date of publication: 10th October 2016

Review date: September 2017

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Reviewed by:

Designated Safeguarding Lead; Mr Matt White
Date: 1.9.16

Deputy Designated Safeguarding Lead(s); Mrs Carole Clark
Date: 1.9.16

Principal; Mr Jim Ingham-Hill
Date: 1.9.16

Nominated Governor; Nancy Craven
Date: 1.9.16

Policy statement and principles

This policy is one of a series in the College's integrated safeguarding portfolio.

The College's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management.

This policy is available on the College website and is included in the staff handbook and a guide to safeguarding is provided for volunteers' in a leaflet

Our core safeguarding principles are:

- the College's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Devon safeguarding children board (DSCB).

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection

responsibilities

- To ensure consistent good practice
- To demonstrate the College's commitment with regard to child protection to students, parents and other partners

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2016
- What to do if you're worried a child is being abused 2015

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- The **Teacher Standards 2012** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguarding Children 2015** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for DSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance **Keeping Children Safe in Education 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and student referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- All staff must read Part One of this guidance and staff can find a copy in the H drive; Safeguarding/All Information for staff. All staff will be required to sign that they have read this on an annual basis in January each year in the College cycle of training. Governors will be sent updates and a copy of all documentation to enable them to sign via the Clerk to Governors.
- The Safeguarding Vulnerable Groups Act 2006
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse

and neglect and take appropriate action found on the H drive; Safeguarding/All Information for staff

Roles and responsibilities

Key personnel

The designated senior person (DSP) for child protection is Mr Matt White

Contact details: email: mwhite@sidmouthcollege.devon.sch.uk [tel: 01395 514823](tel:01395514823)

The deputy designated person(s) is/are Mrs Carole Clark and Mr Jim Ingham-Hill

Contact details: email: cclark@sidmouthcollege.devon.sch.uk/inghamj@sidmouthcollege.devon.sch.uk
tel: 01395 514823

The nominated child protection governor is Nancy Craven

The nominated deputy child protection governor is Sarah Bennett

Contact details: email: nancy@filcombe.com tel: .01395 514823 for both governors via Mrs J Liddle

The headteacher is Mr Jim Ingham-Hill

Contact details: email: inghamj@sidmouthcollege.devon.sch.uk tel: 01395 514823

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

The Designated Safeguarding Lead (DSL):

- has the status and authority within the College to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the College community
- has a working knowledge of DSCB procedures
- makes staff aware of DSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- refers cases of suspected abuse to MASH or police as appropriate
- ensures that when a student leaves the College, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the College's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the DSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Principal (where the role is not carried out by the Principal) as appropriate
- makes the child protection policy available publicly, on the College's website or by other means.

The deputy designated safeguarding lead(s):

Is/are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or MASH
- following the College's rules with regard to relationships with students and communication with students, including on social media

(See staff code of conduct.)

Abuse of position of trust

All College staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a student under 18 may be a criminal offence.

The College's Staff Behaviour Policy/Code of Conduct sets out our expectations of staff and is signed by all staff members.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation

- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the College day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The College continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The College's whistleblowing code (*H:\College policies\Paperwork and Policies in place*) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Governors, Chair of the Management Committee or Proprietor.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in*

Education (DfE, 2016) and in the school's Disciplinary Policy and Procedures/ Allegations of Abuse Against Staff policy and procedures.

Allegations concerning staff who no longer work at the College, or historical allegations will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the College's child protection policy and staff code of conduct, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Principal (unless the Principal is the DSL) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Safer recruitment

Our College complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the DSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The College's Staff Recruitment policy and procedures set out the process in full and can be found (*H:\College policies\Paperwork and Policies in place*)

At least one member of each recruitment panel will have attended safer recruitment training.

The College obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the College or by the training provider, from whom written confirmation will be obtained.

The College maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the College, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role. We have decided that all regular Volunteers will have a DBS check.

Contractors

The College checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the College day.

Site security

Visitors to the College, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the College's safeguarding and

health and safety regulations. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended College activities are provided by and managed by the College, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our College we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/student online relationships

The College provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation (Code of Conduct June '16)

Child protection procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed (*H:\College policies\Paperwork and Policies in place\Anti-Bullying Policy Feb 2016*)

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **welfare concern form** to record these early concerns. If the student does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL**. The point at which they tell the student this is a matter for professional judgement. During their conversations with the students staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the student's mother think about it
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **record of concern form** and hand it to the DSL as soon as possible
- seek support if they feel distressed.

Notifying parents

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the student. Therefore, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released

into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the student's College file and the College file will be 'tagged' in SIMS to indicate that separate information is held.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the College or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the headteacher [or DSL].

The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a child.

The College's confidentiality and information-sharing policy is available to parents and students on request. (*a copy can be requested via Mrs J Liddle at the College or the college website*)

Enquiry to MASH

The DSL will make an enquiry to MASH if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct enquiry to MASH if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies including out of hours

Staff should follow the reporting procedures outlined in this policy. However, they may also share

information directly with **children's social care (page 15)**, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
 - they are convinced that a direct report is the only way to ensure the student's safety
 - for any other reason they make a judgement that direct referral is in the best interests of the child.
- **For Early Help, Consultation and Enquiries please contact - 0345 155 1071**
 - **Emergency Duty Team – out of hours - 0845 6000 388**
 - **NSPCC Whistleblowing helpline for education staff 0800 028 0285 (free & anonymous) Monday to Friday 8am to 8pm. help@nspcc.org.uk**
 - Designated Officers telephone numbers out of hours for **emergencies which may not always be answered. If no answer use another method outlined above to NSPCC or Social Care;**

Designated Safeguarding Lead – 01395 202057

Deputy Designated Safeguarding Lead – 01395 202056

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The College includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female student about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

(See school or DSCB guidance for further information.)

Further information on Preventing Radicalisation' has been included in *Keeping Children Safe in Education* in line with:

[Prevent Duty Guidance: for England and Wales](#), published in March 2015 as part as the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

(See *Preventing Radicalisation Policy*; (H:\College policies\Paperwork and Policies in place); <http://www.sidmouthcollege.devon.sch.uk/policies.html>)

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. (See *school or DSCB guidance for further information*. <http://www.devonsafeguardingchildren.org/>)

Where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the College should notify the local authority of the circumstances.

Related safeguarding portfolio policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The College ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The College has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2016)*. (*Work Related Learning Advisor deals with all aspects of these checks*)

Children staying with host families

The College may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in Annex E of *Keeping Children Safe in Education (2016)* to ensure that hosting arrangements are as safe as possible.



For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

E-mail: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at:

www.devon.gov.uk/mash-enquiryform.doc

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team – out of hours

0845 6000 388

Police – non emergency – 101

For all **LADO** enquiries Exeter (01392) 384964

Or

<http://www.devon.gov.uk/lado>

Early Help Team

Manager Exeter and South: **Vacant**

Manager Mid & East and North: **Stephen Matthewman**

Early Help Advisers:

North: **Pete Simpson**

peter.simpson@devon.gcsx.gov.uk 07817 124965

Mid & East: **Lisa Robinson**

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South: **Leonora Eddolls**

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Appendix One

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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.

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.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further

violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix Two

Related Safeguarding policies

- Staff behaviour/code of conduct
- Positive Handling Policy
- Anti-Bullying Policy
- Behaviour Policy
- Preventing Radicalisation Policy
- Use of Visitors and Outside Agencies Policy
- Children In Care Policy
- Disciplinary Policy
- Mobile Phones and Mobile Devices Policy
- Intimate Care Policy
- Complaints procedure
- Whistleblowing Policy
- Recruitment and Selection Policy

- Photography and Filming of Students Policy
- Online Safety Policy
- SEN Policy
- PSHE Policy
- Self-Injury Policy
- Student Acceptable Use Policy
- Attendance Policy
- Confidentiality Policy
- Grievance Policy

PROCEDURES / ADVICE – including help guides found (H:\SAFEGUARDING CHILDREN\all information for staff\Staff Help Guides)

Working Together to Safeguarding Children 2015

- Keeping Children Safe in Education (DfE, 2015)
- Information for Supply teachers Booklet.
- Visitors Leaflet
- NSPCC FGM guidance
- Safenetwork.org Forced marriage
- DSCB guidance Private Fostering Arrangements
- Missing children advice
- Managing allegations advice
- Mobile phones devices – student policy
- Sexual exploitation advice
- FGM advice
- Safe working practice advice
- Forced marriage advice

Adapted from the integrated safeguarding portfolio in the Child Protection & Safeguarding Handbook for Schools by Ann Raymond
www.optimus-education.com