

## Safeguarding / Child Protection and Vulnerable Adults Policy

Policy Number - P06

Document control

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### Academic Year Sept 2021/2022

Keeping Children Safe in Education (2021) came into force September 2021

*This guidance replaces Keeping Children Safe in Education 2020, updated January 2021*

**This policy is informed by, and should be read in conjunction with:**

Department for Education: Keeping Children Safe in Education (September 2021)

Department for Education: Children Missing Education (September 2016)

Department for Education: Sexual violence and sexual harassment between children in schools and colleges (September 2021)

Department for Education: Mental health and Behaviour in schools (November 2018)

Department for Education: Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (February 2017)

Department for Education: What to do if you're worried a child is being abused – Advice for practitioners (March 2015) (Added 2021)

GOV.UK: Revised Prevent Duty Guidance (Updated 1 April 2021) (Added 2021)

GOV.UK: Disclosure and Barring Service Procedure (Added 2021)

GOV.UK: Sharing nudes and semi-nudes: How to respond to an incident (overview) (December 2020) – (Added 2021)

HM Government: Working together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)

NPCC: When to call the Police – Guidance for Schools and Colleges (Added 2021)

The Teacher Standards 2021 (Added 2021)

The Safeguarding Vulnerable Groups Act 2006 (Added 2021)

Information Sharing Advice for Practitioners 2018 – Added 2021

Education and Training (Welfare of Children) Act 2021 (Post 16 providers) (Added 2021)

Child Sexual Exploitation: Definition and Guide for Practitioners 2017 (Added 2021)

Criminal Exploitation of children and vulnerable adults: County Lines (Added 2021)

**Note: All Contents relate to both South Devon College and South Devon High School**

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## **Key Points**

### **New Guidance for 2021:**

#### Policy Principles

At South Devon College, including South Devon High school, we are committed to safeguarding children and young people, and we expect everyone who works in our college to share this commitment.

Adults in our College take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

The college assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

We will always act in the best interest of the child.

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children, 2018.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment
  - preventing impairment of children's mental and physical health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.
6. Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

#### **SDC adheres to the following:**

All schools/colleges should protect children and promote their welfare by:

- teaching our learners about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children and young people are taught to recognize when they are at risk, including online, and how to get help when they need it providing a safe environment for children to learn in
- creating a culture of vigilance, which recognises and understands the importance of safeguarding -including listening to and discussing with children
- identifying children who are suffering or likely to suffer significant harm, both at school/college and at home, and referring immediately any concerns to the local authority children's social care services
- preventing unsuitable people from working with children by undertaking safer recruitment best practice

- working in partnership to prevent children, adults and young people who are vulnerable from being drawn into violent extremism and terrorism
- Offering high quality training on healthy relationships, Sexual Violence, Coercion and control and Sexual Harassment to ensure all staff and students are aware of the dangers.
- having systems and processes that ensure children are kept safe including online and allow for poor and unsafe practice to be challenged
- identifying instances in which there are grounds for concern about a child's welfare and initiating or taking appropriate action to keep them safe, contributing to effective partnership working between all those involved with providing safeguarding services for children.
- the college will have at least two emergency contacts for every child in the High School and college in case of emergencies, and in case there are welfare concerns at the home.
- a commitment to all staff that they will receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively

## 1. General Policy Statement

- 1.1 South Devon College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children, young people and vulnerable adults receiving education and training at the College. This policy has been written incorporating legislation "Keeping Children Safe in Education" and "Working together to safeguard children" and in line with the PREVENT agenda on counter terrorism. The PREVENT agenda is seen as part of the College safeguarding strategy and therefore is embedded in this policy.
- 1.2 This policy has been written utilising the Local Safeguarding partnership policies and procedures, the new Local safeguarding partnership arrangements, and the local protocol for preventing violent Extremism and Terrorism in the context of ensuring recognition of Child Protection, Safeguarding and the protection of vulnerable adults.
- 1.3 Throughout these policies and procedures, reference is made to "children and young people" (Section 175 of the Education Act, 2002). This term is used to mean "those under the age of 18". The safeguarding of children and young persons under 18 in the UK is normally referred to as 'Child Protection' and will be used in this policy document. The Governing Body recognise that some adults (over 18) are also vulnerable to abuse; accordingly, the procedures will be applied to allegations of abuse and the protection of vulnerable adults (POVA). From a definitional viewpoint, this document treats "child protection" as inclusive of the protection of vulnerable adults.

### **The college will:**

- 1.4 Appoint and train a Designated Safeguarding Lead for Children and a Designated Safeguarding Lead for Vulnerable Adults, (and deputies who will act in his/her absence) who will co-ordinate the College's Safeguarding Procedure, and make these people known to all. These Safeguarding Persons will attend regular updated training.
- 1.5 Provide an opportunity for staff to attend training on recognising abuse and neglect and preventing impairment of children's mental and physical health or development, responding appropriately to concerns relating to suspected, alleged or disclosed abuse, recording, reporting, information sharing and confidentiality as appropriate. SDC offers regular safeguarding training on local issues as well as new/updated legislation.

- 1.6 Make all staff aware of safeguarding issues through the college induction process, CPD and regular updates.
- 1.7 Use the curriculum, enrichment and other opportunities to help children, young people and vulnerable adults to develop self-esteem, assertiveness, promote their resilience and learn about safeguarding matters including PREVENT, mental and physical health, healthy relationships and online safety.
- 1.8 Safely recruit and train employees, agency staff and volunteers to adopt best practice to safeguard children, young people and vulnerable adults from abuse, and themselves from false allegations. Provide enhanced DBS checks for all new staff and prohibition checks in line with legislation.
- 1.9 Provide opportunities for children, young people and vulnerable adults to talk about concerns relating to their welfare.
- 1.10 Provide support for children, young people and vulnerable adults who have disclosed abuse and for the staff/volunteers who have experienced a young person or vulnerable adults' disclosure.
- 1.11 Develop and promote effective working relationships with other agencies, especially; The Police, local Children's and Adults Social Services, CAMHS, local schools and the local safeguarding partnership – Torbay Safeguarding Children Partnership.  

Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. 70. Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their new local arrangements. Provide a systematic means of monitoring children (through the tutorial system and on-track), young people and vulnerable adults known, or thought to be at risk of harm, and contribute to assessments of need and support plans for them. We will be particularly focused on those learners deemed to be vulnerable including those who have an identified SEN, children looked after and care leavers.
- 1.12 Respond promptly, within the timescale laid out in the procedures, to allegations of abuse or abuse of trust made against employees or volunteers or incidents of suspicious poor practice, implementing the appropriate disciplinary and appeals procedures. Such concerns will be referred to the Designated Safeguarding Lead (DSL) and the Principal. The Local Authority Designated Officer (LADO) will be informed, and we will work with the LADO throughout the process.
- 1.13 The college will not tolerate inappropriate behaviour and has a Whistleblowing Policy to protect staff who disclose information regarding abuse by a colleague or other adult towards young people.
- 1.14 All individuals, including those in a position of trust, are expected to act professionally at all times, and to be familiar with college policies and procedures including the staff Code of Conduct.
- 1.15 Child Protection and Safeguarding - what is the difference?

Definitions:

**Child protection** looks at **recognising abuse and neglect and acting on it**, whereas **safeguarding** looks at keeping children, young people and vulnerable adults safe from a much

wider range of potential harm, and delivers preventative action, not just reaction.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as

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

**Child:** up to their 18th birthday (UN convention of the Rights of the Child)

**Vulnerable adult:** a person who has attained the age of 18, and:

- Is receiving any form of health care
- Is receiving a service or participating in an activity which is specifically targeted at people with age-related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care
- Age-related needs include needs associated with frailty, illness, disability or mental capacity
- For more details see Section 59 of Safeguarding Vulnerable Groups Act 2006.

1.16 The Governing Body is committed to ensuring that the College:

- takes reasonable care to adhere wherever practically possible to the relevant UK child protection legislation and the guidance provided by Government Departments and relevant funding bodies ([www.teachernet.gov.uk](http://www.teachernet.gov.uk))
- provides a safe environment for children, young people and vulnerable adults to learn in;
- identifies children, young people and vulnerable adults who are suffering, or likely to suffer, significant harm; and
- takes appropriate action to see that such children, young people and vulnerable adults are kept safe, both at home, online and at the College.

1.17 In pursuit of these aims, the Governing Body will approve and annually review policies and procedures with the aim of:

- protecting children, young people and vulnerable adults from maltreatment
- preventing impairment of children's and young person's mental and physical health or development
- ensuring that children and young persons are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role to enable those children and young persons to have optimum life chances and to enter adulthood successfully.

1.18 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 Torbay and Devon's Safeguarding partnership and an annual audit will be completed in September every 2 yrs. Further, the College will provide an action plan for the Colleges Prevent strategy to the Devon Public Protection Team responsible for Prevent.

1.19 The College will refer concerns of a child or vulnerable adult that might be at risk of significant harm to Children's or adult Services or the Police, or through Channel as appropriate.

1.20 **What college staff should know**

All staff must have read and understood part one of the new legislation and sign to agree they have read and understood the content. The college keep a record of all staff who have read and understood part one.

## **Keeping Children Safe in Education September 2021**

All staff members should be aware of systems within the High School and College which support safeguarding, and these will be explained to them as part of staff induction. This includes the college's Safeguarding and child protection policy; the college's staff behaviour policy (code of conduct); safeguarding response to children who go missing in education and the named designated safeguarding leads.

All college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection. All staff will receive regular mandatory training, updates, meetings etc. on safeguarding/child protection, Prevent and local issues. (at least annually) Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education (2021)' (Part 1) and Annex B.

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as:

- Drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery or sharing nude and semi-nude images) put children in danger.
- Peer on peer abuse (or child on child abuse)
- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include but may not be limited to:
  - bullying (including cyberbullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery or sharing nude and semi-nude images)
- Initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse (child on child abuse). All victims must be reassured that they are being taken seriously and that they will be supported and kept safe.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.



## 1.21 Specific safeguarding

If staff have a concern, they must speak to the Deputy designated safeguarding lead (or PI staff). Options will then include:

- managing any support for the child internally via the school's or college's own PI support processes
- an early help assessment or
- further information on early help assessments.

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. They should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All school and college staff should identify children that may benefit from early help. Early help means providing support as soon as a problem emerges. In the first instance staff should discuss early help requirements with the PI team / deputy designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

If early help is appropriate the Deputy designated safeguarding lead will support the staffmember in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Anyone who has a concern about a child's welfare should ensure a referral is made to children's social care. In the first instance staff should generally discuss any potential referral with the deputy designated safeguarding lead or PI Team, who in most instances would make any referral. Staff may be required to support social workers and other agencies following any referral. We must be aware of the Social Workers names and contact details.

The child's wishes: Where there is a safeguarding concern governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Governing bodies and proprietors should ensure that staff members do not agree confidentiality and always act in the best interests of the child.

1.22 All staff members will also receive appropriate child protection training and /prevent training which is regularly updated (at least annually) via training, email, bulletins etc.

- The Governing Body has nominated Tracey Cabache as Governor with special responsibility for child protection issues and PREVENT (including protection of vulnerable adults). The Governors will undertake appropriate training.
- The Principal and all staff working with children and vulnerable adults will receive appropriate training to familiarise them with child protection issues and responsibilities and the College procedures and policies and will receive annual updates via training, email, bulletins etc.
- There is a designated senior member of the College Leadership Team with special responsibility

for safeguarding young people. (See Section2.)

- The Governing Body will receive from the designated senior member of staff with lead responsibility for safeguarding children and young people an annual report which reviews how the duties have been discharged.

### 1.23 Scope:

As well as its commitment to protecting the health, safety and welfare of all volunteers, staff (including agency staff) and students, South Devon College now has several partnerships which include a much wider range of young students for which child protection legislation and guidance applies, including:

- students from local secondary and special schools who are under the minimum school leaving age (MSLA), between the ages of 14 and 17 years ten months, on courses including Increased Flexibility programmes (IFP), Young Apprenticeship programmes and 14-16 Re-engagement programmes
- South Devon High school learners
- EHE (Elected Home Educated) learners
- work experience placements for students under 18 organised by the college
- enrolled full-time and part-time students under the age of 18
- short foreign exchange students, taster programmes
- franchised provision
- teen parents programmes and their children
- students under 18 attending the college as part of 'employed status' apprenticeships
- The college will carefully monitor the achievement of looked after children and those eligible for school meals to ensure that any achievement gaps are closed.

It should be noted that apprenticeships are not subject to the Department for Education guidance on child protection once they have an 'employed status' contract. However, South Devon College considers that the child protection principles contained in the DFE guidance for those under 18 on school roles should be observed whenever practically possible.

## 2 Designated Staff with Responsibility for Safeguarding Young People

### 2.1 Senior Staff Member with Lead Responsibility

- 2.1.1 The Designated Safeguarding Lead (DSL) for safeguarding and Prevent is **Liz Lawrence, Assistant Principal** (office 2.072, mobile number 07739 171352, external number 01803 540359 or extension 359).
- 2.1.2 This person is a senior member of the College Leadership Team. She has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children, young people, and vulnerable adults, the promotion of a safe environment for those people learning within the College.
- 2.1.3 She has received appropriate training in child protection issues, Prevent and inter-agency working, as required by the new local partnership arrangements, and will receive refresher training at least annually. She will keep up to date with developments in safeguarding issues.
- 2.1.4 The designated senior member of staff is responsible for:
- overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with the Local Partnerships arrangement

- providing advice and support to other staff on issues relating to child protection
- maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
- ensuring that parents of children and young people within the College are aware of the College Safeguarding and child protection policy
- liaising with the Local Authority and CHANNEL, Police and other appropriate agencies
- liaising with secondary and special schools that send pupils to the College to ensure that appropriate arrangements are made for the pupils
- liaising with employers and training organisations that receive children or young people from the College on short or long term, placements to ensure that appropriate safeguards are put in place
- ensuring that staff receive training in safeguarding, Prevent, child protection issues and are aware of the College child protection procedures.
- Liz Lawrence is also a Trainer for Prevent as recognised by the Home Office and has been a member of the Local Safeguarding Children's Board for Torbay and a member of the Torbay executive board for Sexual Violence and Domestic abuse
- Liz Lawrence is a regular member of Torbay Business group wider forum.

2.1.5 The designated senior member of staff (DSL) will provide an annual report to the Governing Body of the College setting out how the College has discharged its duties. She is responsible for reporting deficiencies in procedure or policy identified by the local partnership arrangement (or others) to the Governing Body at the earliest opportunity.

## 2.2 Deputy Designated Lead for safeguarding

2.2.1 The Deputy Designated Safeguarding Leads with responsibility for operational safeguarding and PREVENT are Rhiannon Gray and Celeste Powell, located in office 3.131, external number 01803 540321 or extension 321.

They have received training in child protection issues and PREVENT and inter-agency working, as required by the Local Safeguarding Children's Board (LSCB) and local partnership arrangement.

2.2.2 Deputy Designated Safeguarding Lead:

- receives referrals of cases of suspected abuse or allegations and reports to the relevant investigating agencies as agreed with local partnership
- reports to the senior member of staff with lead responsibility
- provides advice and support to other staff on issues relating to child protection
- Implements and reviews early help support
- deals with individual cases, including attending case conferences and review meetings as appropriate
- maintains a proper record of any child protection referral, and safeguarding issue or concern (even where that concern does not lead to a referral)
- will attend training in child protection issues and inter-agency working, as required and will receive refresher training at least annually.
- PI team: Natalie Peakman is the Curriculum Head overseeing the Positive Intervention team - 01803 54039

2.2.3 Designated Teacher for looked after Children: Alex Howarth, Head of SEND, Learning Opportunities and Vulnerable Learners supported by the below:

Nikki Boone, Jo Dance, Jess Tucker and Luke Peakman are Heads of Personal Development and Learner progress, who promote the educational achievement of and specifically close the achievement gap for those children who are looked after.

#### 2.2.4 Other trained designated staff:

The college has other trained designated staff who can give help and advice in the absence of the Child Protection Lead - these include the Positive Intervention Team members who are based in room 3.131, all of whom are Safeguarding level 3 trained and Youth Mental Health First Aiders:

**Di Brugge (14-16 Lead)**

**Dan Grosvenor (Behaviour Lead)**

**Steph Cude (Mental Health Lead)**

**Julie Cude (Financial Hardship Lead)**

**Rachel Sewell (Medical Lead)**

Additional staff with a safeguarding responsibility:

**Liz Murphy (PI Administrator)**

**Jamie Cree (Deputy Head of South Devon High School)**

**Natalie Peakman (Head of Re-engagement and Positive Intervention)**

2.2.5 All Staff have a responsibility for Safeguarding and Child Protection. All staff have a responsibility to actively make the learning environment safe and secure for all. All staff must attend the appropriate mandatory training offered by the college and attend annual training/ read updates and attend any other safeguarding training as required by the college to keep regularly updated to ensure their knowledge is current. Staff must be familiar with all related policies and procedures as outlined in the Safeguarding Child Protection Policy (Incorporating Prevent).

### 2.3 Designated Governor

2.3.1 The designated member of the Governing Body with responsibility for child protection issues is **Tracey Cabache** contactable through the Principal's Office (01803540580).

2.3.2 The Designated Governor is responsible for liaising with the Principal and Senior Staff Member with Lead Responsibility over matters regarding child protection, including:

- ensuring that the College has procedures and policies which are consistent with those of Local partnership arrangement.
- ensuring that the Governing Body considers the College policy on safeguarding young people 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

2.3.3 The Designated Governor is responsible for overseeing the liaison between the agencies, such as the police, social services, in connection with allegations against the Principal or the Senior Staff Member with Lead Responsibility. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

2.3.4 To assist in these duties, the Designated Governor shall receive appropriate training [as directed by the Local safeguarding partnership].

### 3 Disclosure of Abuse and Procedure for Reporting Concerns (General statement)

- 3.1 All school and college staff have a responsibility to provide a safe environment in which children can learn. All school and college staff have a responsibility to identify children who may need early help or extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. Keeping Children Safe in Education (2021)
- 3.2 All college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- 3.3 All staff members have a duty to disclose any personal issues that relate to current or previous child protection matters within their personal lives which could impact on their job role.
- 3.4 Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 3.5 The procedure will be determined primarily by the Local partnership arrangement and the South West Child Protection Procedures.
- 3.6 Safeguarding issues can revolve around one or **more** of the following:
- Neglect
  - Physical Abuse
  - Sexual Abuse
  - Emotional Abuse
  - Impairment of mental and physical health

See appendix G

***And specific safeguarding matters:***

- Bullying or harassment (including cyberbullying)
- Child abduction and community safety incidents
- Child missing from education or home or care
- Children with family members in prison
- Cybercrime
- Gang and youth violence - County lines
- Preventing radicalisation
- Domestic abuse
- Sexual violence/ sexual harassment
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Knife crime
- Gender-based violence/violence against women and girls (VAWG)
- 'Honour-based' abuse, including Female genital mutilation and Forced Marriage
- Teenage relationship abuse
- Sexting / revenge porn
- Faith abuse
- Drugs and alcohol abuse

- Private fostering issues
- Mental health issues
- Trafficking / modern slavery
- Fabricated or induced illness
- Peer on peer abuse/ child on child abuse
- Up skirting- which is now a criminal offence

3.6.1 The college recognises the positive contribution it can make towards protecting its students from **radicalisation to violent extremism**. The college will continue to empower its students to create communities that are resilient to extremism and protecting the wellbeing of particular students who may be vulnerable to being drawn into violent extremism or crime. All staff and learners will undergo appropriate training and the College will also continue to promote the development of spaces for free debate where shared values can be reinforced.

3.6.2 The college has in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. Our safeguarding Lead for The College and the High school attend the 'MISPER' group for Torbay and South Devon. (Missing persons multiagency forum)

3.6.3 Peer-on-peer abuse (child on child abuse):

Peer-on-peer abuse which includes bullying, physical abuse, sexual violence, sexual harassment, sexting, and so-called initiation ceremonies, will not be tolerated at South Devon College. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Staff need to understand what's meant by peer-on-peer abuse and we will train all staff. We will always record, and report abuse appropriately.

3.6.4 Staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Abuse within intimate partner relationships
- sexual violence and sexual harassment
- gender-based violence
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity without consent
- Upskirting
- initiation-type violence and rituals.
- Online bullying

3.6.5 Abuse should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At South Devon College and South Devon High School we believe that all children have a right to attend education and learn in a safe environment. Children should be free from harm by adults in

the college and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy.

Occasionally, allegations may be made against students by others in the school/College, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil/student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other student/pupils in the school
- indicates that other students/pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

3.6.6 At SDC we will support the victims of peer-on-peer abuse utilising our positive intervention procedures.

3.7 In cases of 'sexting' (sharing nude or semi-nude images or videos) we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2020: 'Sharing nudes and semi-nudes: how to respond to an incident'

The updated 'Sexual violence and sexual harassment between children in schools and colleges' guidance 2021 is in line with in Keeping Children Safe in Education (2021), which gives it statutory status.

### **3.8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

CSE: The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017). Details can be found in Annex B, Keeping children safe in education, 2021, page 125.

Child sexual exploitation is a form of child sexual abuse. It occurs where an adult male or female or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social network
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)

- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Potential vulnerabilities include:

(Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.)

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

The definition of Child Criminal Exploitation, which can be found on KCSIE (2021) page 125, is: CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. It is recognised that some children will suffer multiple forms of abuse, such as criminal exploitation, sexual exploitation and county lines.

### 3.8.1 'County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK],



using dedicated mobile phone lines or other form of “deal line”.

Several indicators for children involved in county lines are detailed above, for CSE and CCE.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2021) page 126 for additional information and indicators.

### 3.8.2 The definition of Domestic Abuse is:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or a single incident, between two people over the age of 16, who are ‘personally connected’ to each other:

- (a) Physical or sexual abuse
- (b) Violent or threatening behaviour;
- (c) Controlling or coercive behaviour;
- (d) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) Psychological, emotional, or other abuse

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The Act introduces a statutory definition of Domestic Abuse and recognises children as victims in their own right, if they see or hear, or experience the effects of the abuse. Experiencing domestic abuse can have serious lasting emotional and psychological impacts on children.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

See KCSIE (2021) page 130

## 3.9 Children Missing in Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school/College can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to

update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the College/school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded

We will ensure that pupils who are expected to attend the high school but fail to take up the place will be referred to the local authority.

When a pupil leaves the high school, we will record the name of the pupil's new school and their expected start date.

### **3.10 PREVENT**

3.10.1 As part of the Counter Terrorism and Security Act 2015, SDC and SDHS have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

3.10.2 Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We will always work with the CHANNEL process.

3.10.3 We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our learners are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school and Colleges core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

#### **3.10.4 Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others
- SDC Staff should be alerted to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

### **3.11 Special Educational Needs**

3.11.1 There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanor is different from in the past, maybe staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

3.11.2 Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. SDC will ensure that children with SEN and disabilities have got a greater availability of mentoring and support.

### **3.12 Private Fostering**

3.12.1 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

3.12.2 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

3.12.3 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

3.12.4 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

3.12.5 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

3.12.6 School staff should notify the designated safeguarding lead when they become aware of private

fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

3.12.7 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### 3.13 Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

**Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.**

3.14 Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases, in these cases staff should follow standard safeguarding procedures.

### Mental health

All staff at SDC are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. Or the Mental Health Senior Coordinator (Celeste Powell) –Use reporting procedure for child

protection/safeguarding.

- 3.15 At SDC we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

- 3.16 So-called 'honour-based' abuse (HBA) 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 so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

## 4 Reporting Procedure

- 4.1 If a child or young person tells a member of staff about any possible abuse, or has concerns about CSE, Sexual violence, peer on peer abuse or radicalisation, the member of staff should inform the student that there may be consequences as a result of her/his disclosure, and that this information may be passed on to the DSL, Deputy DSL, Designated safeguarding staff.

- 4.2 The member of staff should:

- 1) Listen to the student. Do not directly question the student or ask leading questions. Do not stop a student who is freely recalling significant events – just listen
- 2) Make a written note of the account taking care to record the time and setting as well as what was actually said. Record the student's own words wherever possible. Be objective and precise
- 3) Explain to the student what is going to happen next. You must inform the student that you may need to pass the information on to the Child Protection Lead, and that you are not able to keep child protection matters to yourself. Remind the student that you will only pass the information on to the Child Protection Lead/designated trained staff. Ensure that the student is supported and kept informed. You must always act in the best interest of the child.
- 4) Notify the DSL without delay. It is advisable to stay with the student until the referral has been completed
- 5) Inform the Curriculum Head that you have concerns and that you have referred the matter to the Child Protection Lead. (It is important that you do not disclose the name of the student to the Curriculum Head or details of the disclosure unless it is absolutely necessary.)

If the Deputy DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care (KCSIE (2021)).

**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 or the Police 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.

What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

4.3 Procedures for reporting and recording must be followed and confidentiality adhered to at all times. Lines of communication with regard to child protection issues must be limited to those directly involved on a 'need to know' basis. The procedure for making a referral is highlighted in appendix D and the referral form is in appendix E. **If you believe it is an emergency call the designated leads and/ or Children's Services or the police.**

4.4 Staff should not investigate concerns or allegations themselves but should report them immediately as per procedure.

*Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.*

#### 4.4.1 Online safety

- GPDR/Data protection fears should not be a barrier to information sharing as the safety of the child should be of utmost importance "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children".
- All learners will be taught about how to protect themselves online through tutorials and on their programme of study.

#### 4.4.2 Safer recruitment - General Key Messages

The College fully adheres to guidance [Working together to safeguard children](#) (2018) and [Keeping children safe in education \(2021\)](#). **SDC endeavor** to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers/work experience are appropriately supervised. Where necessary barred list checks will be undertaken.

The guidance in KCSIE 2021 (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

4.4.3 South Devon College have written recruitment and selection policies and procedures in place.

4.4.4 At South Devon College, all HR staff are trained in safer recruitment practices. If a member of HR is not on the interview or shortlisting panel, then the College Manager must have undergone safer recruitment training.

4.4.5 The college have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

All staff are aware that where they have been investigated as part of a local safeguarding board in relation to their own children this must be disclosed as soon as possible to the DSL (Safeguarding Senior Manager) to HR or to the Principal.

Section 128 checks that people have not been prohibited from the management of a school will be carried out on governors/trustees, Head teachers, members of the Senior Leadership Team and Section heads.

- 4.4.6 If children are staying with parents from overseas as part of an exchange, the guidance is now very clear, they do need to have an enhanced DBS check. The DBS service will process these checks without payment because those parents are volunteers. If there are other people in the family aged over 16, then the school can decide whether they will do an enhanced DBS check for those 16 and 17-year-olds who live in the house.

## **5. Allegations of abuse made against teachers and other staff, including supply/agency staff and volunteers**

**The College will follow the principals detailed in KCSIE 2021.**

### **5.1. Duties as an employer and an employee**

- 5.1.1. The College has a duty of care to their employees. The College will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

- 5.1.2. The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers/work experience. They should be used in respect of all cases in which it is alleged that a teacher or member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working at the high school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

- 5.1.3. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

*NB. 5.1.2 1)-3) applies to situations that occur both at work or outside of work.*

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 800 5000.

## **5.2. Introduction**

- 5.2.1. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the

allegation.

5.2.2. The framework for managing cases of allegation of abuse against people who work with young people is set out in 'Keeping children safe in education September 2021' which provides an overview. Part four of this guidance document provides detailed procedures on how allegations should be handled.

5.2.3. South Devon College procedure follows these procedures as stated below:

### **5.3. Receiving an Allegation of abuse**

At SDC we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be dealt with as follows:

1. The allegation should be reported immediately to the Principal, (Case Manager) unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Senior Staff Member with Lead Responsibility (DSL) or the Designated Governor. The Principal (or designated person if the allegation is against the Principal) should:
  - I. Obtain written details of the allegation from the person who received it and ensure that they are signed and dated. The written details should be countersigned and dated by the Principal (or *designated person*).
  - II. Record information about times, dates, locations and names of potential witnesses.
2. In the first instance, the principal (Case Manager) with support from Designated Senior Lead, will immediately discuss the allegation with the LADO.
3. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.
4. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.
5. Individuals will:
  - I. 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.
  - II. The case manager should inform the accused person about the allegation after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time.
  - III. However, where a strategy discussion [95] is needed, or police or children's social care services



need to be involved, the case manager should not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see [paragraphs 230-236](#) for information about suspension).

IV. The purpose of a strategy discussion and those likely to be involved is described in [Working Together to Safeguard Children](#).

V. The individual will be advised to contact their trade union representative if they have one, or a colleague for support. The College has duty of care to their employees. They will ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where the college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes agency/ supply teachers and volunteers, It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

6. Inform the Chair of the Governing Body and/or the Designated Governor of the allegation and the investigation.
7. The case manager shall keep a written record of the action taken in connection with the allegation. The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.
8. If appropriate, a Senior Post Holder of the College may suspend the employee, whilst an investigation is carried out.

Wherever possible the DSL (Investigating Officer) and or The Principal will meet with the employee to discuss the need for, and nature of, the investigation before the investigation takes place.

An investigation will be carried out as efficiently and quickly as possible to cause minimal disruption to the college. When employees are suspended, the College will keep them informed of both the progress of their case and current work-related issues.

9. Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.

Parents or carers will be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 (see below). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

10. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

If an allegation is made, the college will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation.

#### **5.4 Suspension of Staff**

- 5.4.1 When the Senior Post Holder is of the view that an employee may have been guilty of gross misconduct, or that because of some other good and urgent cause, the continuing attendance of the employee at the College cannot be permitted, the Senior Post Holder may suspend the employee from duty pending an investigation and the holding of a formal disciplinary hearing.
- 5.4.2 Such a suspension should only be imposed after careful consideration, and it should be made clear to the employee that it is not considered a disciplinary act.
- 5.4.3 If the Senior Post Holder decides to suspend an employee from duty, he/she shall confirm the suspension in writing, with reasons, immediately.
- 5.4.4 An employee who is suspended from duty shall, throughout the period of suspension, continue to be entitled to his/her full pay.

#### **5.5 The Disciplinary Investigation**

- 5.5.1 The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.
- 5.5.2 The member of staff should be informed of:
  - the disciplinary charge against him/her.
  - his/her entitlement to be accompanied or represented by a trade union representative or friend.
  - college reserves the right to remove an employee's access to college IT equipment, devices and buildings on commencement of disciplinary proceedings. In extreme circumstances the college reserves the right to search an employee's belongings or work area/location if necessary.
- 5.5.3 Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately, and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling and advise medical help. The child, children or young person making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).
- 5.5.4 The Principal (or designated person) should give consideration to what information should be made available to the general population of the College.
- 5.5.5 If on conclusion of the case the college ceases to use the person's services, or the person ceases to provide his or her services, the college should consult the local authority designated officer about whether a referral to Department for Education / Disclosure and Barring Service is required. If a

referral is appropriate the report should be made within one month.

- 5.5.6 There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. (KCSIE 2021)

## 6 Allegations without foundation

- 6.1 Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept, and consideration given regarding referral to the Torbay Safeguarding Children Board in order that other agencies may act upon the information. The following definitions will be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

- 6.2 In consultation with the designated senior member of staff and/or the Designated Governor, the Principal shall: The principal or (where the principal is the subject of an allegation) the chair of governors, should discuss the allegation immediately with the designated officer. The purpose of an initial discussion is for the designated officer(s) to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) working with the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

- 6.3 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance [Working Together to Safeguard Children](#). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour

- 6.3.1 It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future DBS disclosure reveals information from the police about an allegation that did not result in a criminal conviction. And it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
- 6.3.2 If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform Disclosure and Barring Service.

## **7 Monitoring Effectiveness**

- 7.1 Where an allegation has been made against a member of staff, the Designated Governor, together with the senior staff member with lead responsibility, should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies, and/or which should be drawn to the attention of the LADO. Consideration should also be given to the training needs of staff.
- 7.2 The procedures need to be applied with common sense and judgement. It is important to ensure that even allegations that appear less serious are seen to be followed up and taken seriously, and that they are examined objectively by someone independent of the college. The local authority designated officer should be informed of all allegations that come to the college's attention and appear to meet the criteria.
- 7.3 Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to the college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension will not be the default position: an individual should be suspended only if there is no reasonable alternative.

### **7.4 Low level concerns about staff behaviour**

At South Devon College we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Designated Safeguarding Lead who will discuss the matters with the Principal; any concerns about the Principal should go to the Chair of Governors.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to, the Designated Safeguarding Lead (Liz Lawrence) who will act on behalf of the Principal.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Designated Safeguarding Lead will then decide whether the concern is an allegation or low-level

concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

## **Allegations**

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations will be reported to the LADO without delay.

Before contacting the LADO, the DSL will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the college, or a combination of these.

## **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

### *See -Code of Conduct*

If the concern has been raised via a third party, the DSL should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously.
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably

possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

## **8 Recruitment and Selection Procedures**

8.1 The College has recruitment and selection procedures which are reviewed by the HR Manager who ensures that they take account of the following:

- They apply to staff, Agency/supply staff, volunteers, work experience, placements and regular contractors who may work with children, young people or vulnerable adults.
- The post or role is clearly defined in the job description.
- The key selection criteria for the post or role should be identified from the person specification.
- Vacancies are advertised widely in order to ensure a diversity of applicants. Documentary evidence is required of academic/vocational qualifications.
- Professional references are obtained for new starters.
- Previous employment history is verified.
- DBS and Children's barred list checks are carried out (maintain sensitive and confidential use of the applicant's disclosure)
- A variety of selection techniques is used (e.g. qualifications, previous experience, interview, reference checks, teaching session, skills tests and aptitude tests).
- The application form includes an explanation that the post is exempt from the Rehabilitation of Offenders act and therefore all convictions, cautions and bind overs including those regarded as "spent" must be declared. Providing false information or failing to declare convictions, bind overs and cautions is an offence and could result in summary dismissal if the applicant was selected for the post.
- Specific safeguarding and child protection questions are asked at interview.
- Clear Safeguarding and Child Protection statements of commitment are included on all recruitment advertisements and job descriptions.
- All volunteers will be risk assessed for suitability.

8.2 In relation to students

- Ask applicants on the College application form if they have relevant previous convictions.
- Refer any learner who has relevant convictions or has been identified as being a risk to the College Risk Assessment Panel (chaired by the Designated safeguarding Lead – Liz Lawrence) a potential risk to the safety of others. The panel will make decisions on their admission to the college with advice from Torbay Safeguarding Children Board and Public Protection Team.

<b>Approved by</b>		<b>Signature</b>	<b>Date</b>
Author:	<b>Liz Lawrence</b>		Sept 2021
Owner:	<b>Liz Lawrence</b>		Sept 2021
Chair of Governing Body:	<b>Jane Viner</b>		November 2021
Next Review due	Sept 2022		

## Appendix A - Statutory guidance

### Keeping Children Safe in Education 2021 **Statutory Guidance 2021**

This guidance replaces [Working Together to Safeguard Children \(2020\)](#); *The Framework for the Assessment of Children in Need and their Families (2000)*; and *statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007)*.

The guidance is effective from Sept 2021

#### Keeping children safe in education-Statutory guidance for schools and colleges-2021

**About this guidance:** This is statutory guidance from the Department for Education 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 it when carrying out their duties to safeguard and promote the welfare of children.

**Key points:** This legislation sets out our duties in relation to Child protection, significant safeguarding matters, safer recruitment and looked after children. It is the key piece of legislation that forms South Devon College Policies and procedures.

#### Prevent Duty Guidance-for England and Wales 1(Issued 12 March 2015 - updated 1 April 2021)

**About this guidance:** The Prevent strategy, published by the Government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”. The 2011 *Prevent* strategy has three specific strategic objectives: respond to the ideological challenge of terrorism and the threat we face from those who promote it; prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and work with sectors and institutions where there are risks of radicalisation that we need to address. Education is one of those sectors.

**Key points:** The guidance sets out our duty under the act and our responsibilities to work in partnership with other key agencies to prevent people from being drawn into terrorism.

Further important guidance:

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report FGM.



## Appendix B - Useful web-links and documents

### Designated Senior Lead:

Elizabeth Lawrence - [lizlawrence@southdevon.ac.uk](mailto:lizlawrence@southdevon.ac.uk)

tel: 01803 540359 / 07739 171352

### Deputy Designated Lead:

Rhiannon Gray – [rhiannongray@southdevon.ac.uk](mailto:rhiannongray@southdevon.ac.uk)

tel: 01803 540731/ 07900 287135

### Useful web-sites

Independent Safeguarding Authority [www.isa-gov.org.uk](http://www.isa-gov.org.uk)

### Useful local child protection contacts:

Child Protection –Torbay Hub (Children’s Services) – 01803 208100

Police Child Protection Team – 08452777444

Emergency Duty Social Work Team – 01803 524519 Torbay

LADO/local Safeguarding Board - 01803208955

Training providers – Local Safeguarding Childrens Board <http://www.torbaysafeguarding.org.uk/>

Multi-Agency Safeguarding Hub (MASH) -03451551071

The Multi-Agency Safeguarding Hub is a new service developed in conjunction with Devon & Cornwall Constabulary and other key partners and provides a new approach to intelligence and decision making with regards to adult and children safeguarding.

MASH will provide the highest level of knowledge and analysis of all known intelligence and information across the safeguarding children and adult’s partnerships in Torbay to ensure all safeguarding activity and intervention is timely, proportionate and effective.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe lives: young people and domestic abuse

The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation

## Appendix C – College Policy/Procedures and Documents

### College Procedures and Documents (external)

College website Safeguarding Page

<https://www.southdevon.ac.uk/about-us/safeguarding>

College website Policies and Downloads Page:

<https://www.southdevon.ac.uk/about-us/policies-and-downloads>

### College Procedures and Documents (Internal)

College intranet Safeguarding Page

[Positive Intervention and Safeguarding - Home \(sharepoint.com\)](#) (access for staff only via South Devon Central Hub)

**Child Protection: All information is on the staff pages intranet under safeguarding**

## Positive Intervention Support Flow Chart

### Level 1. Low level Intervention

Initial consultation appointment after referral is made. 30 mins face-to-face / on the phone

Learner to complete self-assessment of referral

Referral to internal support (Helpzone/ Nurse/ SENDCO/ behaviour officer)

Referral to external support (Websites, helplines, apps)

Coping strategies/ support identified

Information pack given and referral closed

**Examples of referrals for this category:**

Attendance  
 Anger management  
 Poor behaviour  
 College issues  
 Exam Stress  
 Unemployment  
 Medical  
 Online Safety  
 Pregnancy  
 Unemployment  
 Financial issues  
 Sexting

### Level 2. Medium level Intervention

Weekly 30 minute sessions (max of 6)  
 Appointment card given with contact details and named PI Officer

Wellness Recovery Action Plan completed to encourage learner to self-manage by developing coping strategies within action plan – this can be shared with tutors, highlighting support is in place.

Weekly meetings to review progress - what is working well, what is not working and any changes (further support/ different coping techniques)

Close referral after 6 weeks- if not possible please bring learner to next team meeting to discuss support strategies

**Examples of referrals for this category:**

Bereavement/ critical illness  
 Sexual or criminal exploitation  
 Drug or alcohol misuse  
 Mental ill health with no coping strategies or support  
 Bullying  
 Gambling addiction

### Level 3. High Level Intervention/Crisis support

**Safeguarding process followed  
 Liaise with designated Safeguarding Lead or Deputy Lead**

Immediate referral to counselling/ external support (TESS/ MASH/ Police involvement etc.)

Follow up appointments as often and for as long as needed follow up sessions to ensure safeguarded – daily contact either face-to-face or by phone depending on needs

**Examples of referrals for this category:**

Safeguarding  
 Prevent  
 Suicidal thoughts  
 Suicidal attempts  
 Self – harm  
 Homelessness  
 Domestic violence  
 Emotional or Physical Abuse  
 Neglect  
 Criminal behaviour  
 Missing from home

 **Level of risk / further concerns**  



**CONFIDENTIAL**

**Child Protection & Safeguarding Referral Form**

- Step 1. Complete this form ensuring that you tell the student that there may be consequences as a result of his/her disclosure and that you may need to pass this information on to the Designated Safeguarding Lead.
- Step 2. Deliver by hand or email to [safeguarding@southdevon.ac.uk](mailto:safeguarding@southdevon.ac.uk) and [lizlawrence@southdevon.ac.uk](mailto:lizlawrence@southdevon.ac.uk)

**Include CONFIDENTIAL CP or CONFIDENTIAL SG as email Subject.**



Referral Date:		Student Full Name:	
Referrer Name & Position:		Student College ID Number:	
Referrer Contact Number:		Age of Student at Time of Referral:	
<p><b>Before you begin recording the incident, tell the student that there may be consequences as a result of his/her disclosure and that you may need to pass this information on to the Child Protection &amp; Designated Safeguarding Lead. It may be referred to Children's Services. All information will be treated as confidential.</b></p> <p>Record of the incident/ disclosure (for further guidance see Safeguarding &amp; Child Protection – Staff Guidelines)</p>			
<p>A) What are your concerns? (What have you seen/heard that makes you believe a child/young person is at risk? How long have you had concerns? Is this information first hand or shared by others?)</p>			

**B) Have you considered whether this child/young person could be at risk of CSE?**

**Yes**  **No** *(Mark X in the appropriate box and if yes, why?)*

**C) Child/young person's comments:** *(What are they worried about? What is going well? What would they like to change?)*

**D) Are there any complicating factors or additional information?**



## Appendix F - Female genital mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

So-called '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 so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

## Appendix G

### Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education working together September 2021)

**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.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

**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:** 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

### Supply Teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'). Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social

services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.