

## Safeguarding Children and Vulnerable Adults Policy 2025-2026

<b>Title:</b>	Safeguarding Children and Vulnerable Adults Policy		
<b>Reviewed/updated by:</b>	Julie Atkins		
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### Changes made.

Version	Author	Date	Section	Changes summary
	Julie Atkins	10/11/23		Updates to represent the Prevent duty guidance update. Updates from KCSIE 2025
	A Campbell	22/07/24		<b>Craven College Commitment</b> – Addition of AI generated material to the online safeguarding comment
	A Campbell	18/09/25		<b>Section 2</b> Updated reference to new DFE Guidance in relation to the Use of AI in Education 2025 & Relationship and Sex Education 2025 <b>Section 8</b> – Definition of extremism updated <b>Section 12</b> Online Safety – Additional reference to AI generated material 4 Key Categories of risk for online safety - <b>Content</b> -reference to misinformation, disinformation. (including fake news) and conspiracy theories. <b>Commerce</b> – Reporting procedures added to the Anti Phishing Working Group <b>Appendix, Item 33</b> – Link added to 'Shore Space' a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts or behaviours.

## Important contacts

ROLE/ORGANISATION	NAME & CONTACT DETAILS	
Designated safeguarding lead (DSL) for Staff	Anita Lall ( Staff ) <a href="mailto:alall@craven-college.ac.uk">alall@craven-college.ac.uk</a>	
Designated safeguarding lead (DSL)	Wesley McGlinchey ( Students ) <a href="mailto:wmcglinchey@craven-college.ac.uk">wmcglinchey@craven-college.ac.uk</a>	Julie Atkins ( Students ) <a href="mailto:jatkins@craven-college.ac.uk">jatkins@craven-college.ac.uk</a>
Deputy DSL	Annette Campbell <a href="mailto:acampbell@craven-college.ac.uk">acampbell@craven-college.ac.uk</a>	Rosemary Simpson <a href="mailto:rsimpson@craven-college.ac.uk">rsimpson@craven-college.ac.uk</a>
Local authority designated officer (LADO)	Contact Telephone Number 01609533080	
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Chair of Governors	Alison Birkinshaw	
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Principal & CEO	Anita Lall <a href="mailto:alall@craven-college.ac.uk">alall@craven-college.ac.uk</a>	
Channel helpline	020 7340 7264	
Safeguarding Governor	Majid Bokhari	

## Section 1. Aims and Commitment

The College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

### Scope

This policy applies to all staff and students; for clarity, the term 'child' or 'student' is used throughout to reflect the age range of learners covered by this policy.

### Craven College Commitment:

We recognise students' individuality, their rights to equality, to feel safe and enjoy their education as outlined within our British Values. It's key for students to have high self-esteem, confidence, peer support and clear lines of communication with trusted adults to help all students.

Craven College is committed to: establishing and maintaining an environment in which students feel secure, are encouraged to talk and are listened to, and are able to recognise when they are at risk and how to get help. It's important that we teach, and students learn about keeping themselves safe online, through various teaching and learning opportunities as part of their curriculum.

Craven College is committed to ensuring that students are safeguarded from harmful and inappropriate online material, including AI generated material. As a college we have effective filtering and monitoring systems in place which are analysed by a member of the DSL team. Any inappropriate or unsafe content is blocked with potential attempted breaches flagged to the appropriate parties for action.

Craven College is committed to promoting freedom of speech, ensuring through support and training that students understand and respect to law. We strive to ensure that students know that there are staff in college who they can approach if they are worried or are in difficulty.

It is paramount that Craven College ensures that every effort will be made to establish effective working relationships with parents, carers and colleagues from other agencies. Its key to work with partners to provide a co-ordinated offer of Early Help when additional needs of students are identified.

Craven College is dedicated in preventing people that pose a risk of harm from working with students and that through the Prevent Strategy, it aims to protect students and build their resilience against all forms of discrimination, hate crime and extremism.

## Section 2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on Schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Working together to Safeguard Children HM Government (2023), [Working Together to Safeguard Children 2023 \(publishing.service.gov.uk\)](#). Which provides clear working together agreements across the professionals bodies and how we all need to work together to safeguard children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on Female Genital Mutilation \(FGM\)](#) which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Keeping Children Safe in Education (KCSIE) DfE (2025) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#) looks at the different roles of professionals within education and how to keep children safe.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- Modern Slavery Act 2015 [Modern Slavery Act 2015 \(legislation.gov.uk\)](#) and National Referral Mechanism [National referral mechanism guidance: adult \(England and Wales\) - GOV.UK \(www.gov.uk\)](#)
- Sexting in school and colleges “responding to incidents and safeguarding young people UK council for child internet safety 2017. [UK Council for Child Internet Safety \(UKCCIS\) - GOV.UK \(www.gov.uk\)](#)
- Sexual offences Act 2003 [Sexual Offences Act 2003 \(legislation.gov.uk\)](#) makes provision about sexual offences, their prevention and the protection of children from harm and from other sexual acts.
- Disability Discrimination Act 1995 [Disability Discrimination Act 1995 \(legislation.gov.uk\)](#) looks at rights and support of people who have a disability.
- [Statutory guidance on the Prevent duty](#) 2019, which explains colleges’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalization and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and educational leaders should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our educational settings to take positive action to deal with particular disadvantages affecting students (where we can show it’s proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimization. The PSED helps us to focus on key issues of concern and how to improve students outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobia or transphobic bullying; or racial discrimination
- North Yorkshire Safeguarding Partnership [NYSCP \(safeguardingchildren.co.uk\)](#) which aims to ensure all children in North Yorkshire are safe, happy, healthy and achieving.
- DFE Guidance Use of Generated AI in Education 2025
- Relationship, Sex and Health Education 2025

### Section 3. Craven College Equality Statement

Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it.

We are committed to anti-discriminatory practice and recognise our students’ diverse circumstances.

We ensure that all of our students have the same protection, regardless of any barriers they may face.

#### **We give special consideration to children/students who:**

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their protected characteristics – age, race, disability, pregnancy or maternity, religion or belief, gender reassignment or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs.

- Are looked after or previously looked after (see section 12)
- Have unexplainable and or/persistent absences from education
- Whose parent/carer has expressed an intention to remove them from School to be home educated

### **Children/Students who are (or are perceived to be) lesbian, gay, bisexual or gender questioning (LGBT+)**

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm, however, children/students who are (or are perceived to be) lesbian, gay, bisexual or gender questioning (LGBT+) can be targeted by other children/students.

Risk can be compounded where children/students who are LGBT+ lack a trusted adult with whom they can be open.

It is vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns.

## **Section 4. Safeguarding Roles and Responsibilities**

### **Safeguarding and child protection is everyone's responsibility.**

This policy applies to all staff, volunteers and governors in the College and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended College and off-site activities.

The College plays a crucial role in preventative education. This is in the context of a whole College approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Student Positive Behaviour Policy
- Pastoral support system
- Planned programme of relationships, sex and health education, which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Prevent - radicalisation
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support.
  - What constitutes sexual harassment and sexual violence and why they're always unacceptable.
  - Consent

## 4.2 Staff responsibilities

**Staff who work directly with children will need to read at least part 1 of Keeping Children Safe in Education (KCSIE) and Annex A.**

Staff who work directly with children will need to read annex B of KCSIE (about specific safeguarding issues)

Staff will be expected to sign a digital declaration at the beginning of each academic year to say that they have reviewed the guidance.

### **All staff will be aware of:**

- Our policies which support safeguarding, including this Child Protection Policy, the Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the ICT and Acceptable Use Policy and the safeguarding response to children who go missing from education
- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalization and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at College and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBT+) can be targeted by other children
- What to look for to identify children who need help or protection
- How to report a low level concern about another member of staff

(Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.)

### **4.3 The Designated Safeguarding Lead (DSL) Responsibilities**

The DSL is a member of the senior leadership team. Our Lead DSL's are Anita Lall (Principal), Wesley McGlinchey (Assistant Principal of Curriculum & Student Experience) and Julie Atkins (Head of Student Experience and Inclusion) (please refer to page 3 for Important Contacts).

The deputy DSL's are Annette Cambell and Rosemary Simpson. The Principal and Lead DSL takes lead responsibility for child protection and wider safeguarding within College.

During term time, the DSL will be available during College hours for staff to discuss any safeguarding concerns.

When the DSL is absent, Rosemary Simpson and Annette Campbell Deputy DSLs will act as cover.

If the DSL and deputies are not available, Principal, Anita Lall will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.



- Have a good understanding of harmful sexual behaviour.

#### **The DSL will also:**

- Keep the Principal informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the College's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and deputies are set out in their job description.

### **4.4 Governors' Responsibilities**

The Governors will:

- Facilitate a whole-College approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our College's local multi-agency safeguarding arrangements
- Appoint a Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full Governing body. This is always a different person from the DSL.
- Make sure:
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
  - Online safety is a running and interrelated theme within the whole-College approach to safeguarding and related policies.
  - The leadership team and relevant staff are aware of and understand the IT filtering and monitoring systems in place, manage them effectively and know how to escalate concerns.
  - The College has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Reference Appendix 3 for College procedures.
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognized.
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the College roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
  - Make sure there are arrangements for the body to liaise with the College about safeguarding arrangements, where appropriate.
  - Make sure that safeguarding requirements are a condition of using the College premises, and that any agreement to use the premises would be terminated if the other body fails to comply.



The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).

The **Chair of Governors** has a **strategic leadership role** in safeguarding, ensuring that the governing board meets its statutory duties and provides effective oversight.

The Chair ensures safeguarding is not just operational but a **strategic priority**, providing oversight, challenge, and assurance that learners are safe and feel safe.

All Governors will read Keeping Children Safe in Education in its entirety. (Ref Appendix 1 – Link to KCSIE2025)

Section 15 of this policy has information on how Governors are supported to fulfil their role.

#### 4.5 The Principal's Responsibilities

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the College and via the College website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, in collaboration with the DSL where necessary

#### 4.6 Virtual School Heads Responsibilities

The Craven College Safeguarding Team work closely with the Virtual School Head to support students. Virtual School Heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of students with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

### Section 5. Confidentiality

Craven College takes information sharing and governance very seriously. All staff receive mandatory training on Keeping Children Safe in Education, and this is reviewed on an annual basis. In respect of safeguarding, Craven College's DSL will assess whether any key information needs sharing and who this is to be shared with.

**In order to ensure our young people, remain safe the following is noted:**

- Timely information sharing is essential to effective safeguarding.
- 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.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children

and individuals at risk' as a processing condition that allows practitioners to share information without

consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.

- . Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- . If a victim asks the College not to tell anyone about the sexual violence or sexual harassment:
  - o There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
  - o The DSL will have to balance the victim's wishes against their duty to protect the victim and other children/students.
  - o The DSL should consider that:
    - Parents or carers should normally be informed (unless this would put the victim at greater risk)
    - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
    - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
- . **Regarding anonymity, all staff will:**
  - o Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
  - o Do all they reasonably can to protect the anonymity of any children/students involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
  - o Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- . The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- . If staff are in any doubt about sharing information, they should speak to the DSL (or deputy DSL)

## Section 6. Recognising Abuse, Disclosures and Making a Referral

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

### 6.0 If a child is suffering or likely to suffer harm, or in immediate danger

Staff MUST inform the DSL's as soon as they have concerns. It is then the responsibility of the DSL's within Craven College to make a referral to Children's Social Care and/or the Police **immediately** if they believe a child is suffering or likely to suffer from harm, or is in immediate danger. Reference Figure 1

**Anyone can make a referral** using the NYSCP website [NYSCP \(safeguardingchildren.co.uk\)](https://www.nyscp.org.uk/safeguardingchildren.co.uk)

## Student Disclosures

### 6.1 If a child/student makes a disclosure to you

If a child/student discloses a safeguarding issue to you, you should:

- . Listen to and believe them. Allow them time to talk freely and do not ask leading questions

- Stay calm and do not show that you are shocked or upset
- Tell the child/student they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- **Report the concern immediately to the DSL in person or via a phone call so that immediate action can be taken.**
- Log the conversation on CPoms or write up your conversation as soon as possible in the child's/students' own words. Stick to the facts and take care not to add personal opinion. Written notes must be signed and dated and passed to the DSL immediately following the incident.
- In the unlikely event that a DSL/member of the Safeguarding Team/ Senior Management Team, is unavailable staff may make a referral to Children's Social Care and/or the Police directly (see 7.1) and tell the DSL as soon as possible that you have done so.
- Aside from these people, **staff MUST NOT disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.**

**Staff must also consider that some children may:**

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

**None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have any concerns about a child.**

## 6.2 Use of Sensitive Terminology

### Victim

Staff must be aware that **the term 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way.** Staff should be prepared to use any term the child/student feels most comfortable with when managing an incident.

### Alleged Perpetrator

Staff must be aware that 'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but you should think carefully about what terminology you use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. You should decide what's appropriate and which terms to use on a case-by-case basis

**Staff must be aware that an alleged perpetrator may be behaving in that way because they may also be a victim of or historically a victim of abuse.**

### Seeking Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

If a staff member receives a disclosure about potential harm caused by another staff member or supply staff, they should report the incident to the Lead DSL or Principal.

## The Referral Process – Understanding the Different Levels of Support

### 6.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak a DSL first to agree a course of action.

If in exceptional circumstances if a member of the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Management Team and/or take advice from local authority Children's Social Care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority Children's Social Care directly, if appropriate (see 'Referral' link below). Share any action taken with the DSL as soon as possible.

[NYSCP \(safeguardingchildren.co.uk\)](https://www.safeguardingchildren.co.uk)

### 6.4 Making a Referral

If it is appropriate to refer the case to local authority Children's Social Care or the Police, the DSL will make the referral.

The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

[NYSCP\(safeguardingchildren.co.uk\)](https://www.safeguardingchildren.co.uk)

<https://www.safeguardingchildren.co.uk/professionals/practice-guidance/professional-resolutions/>

### 6.5 Early Help assessment

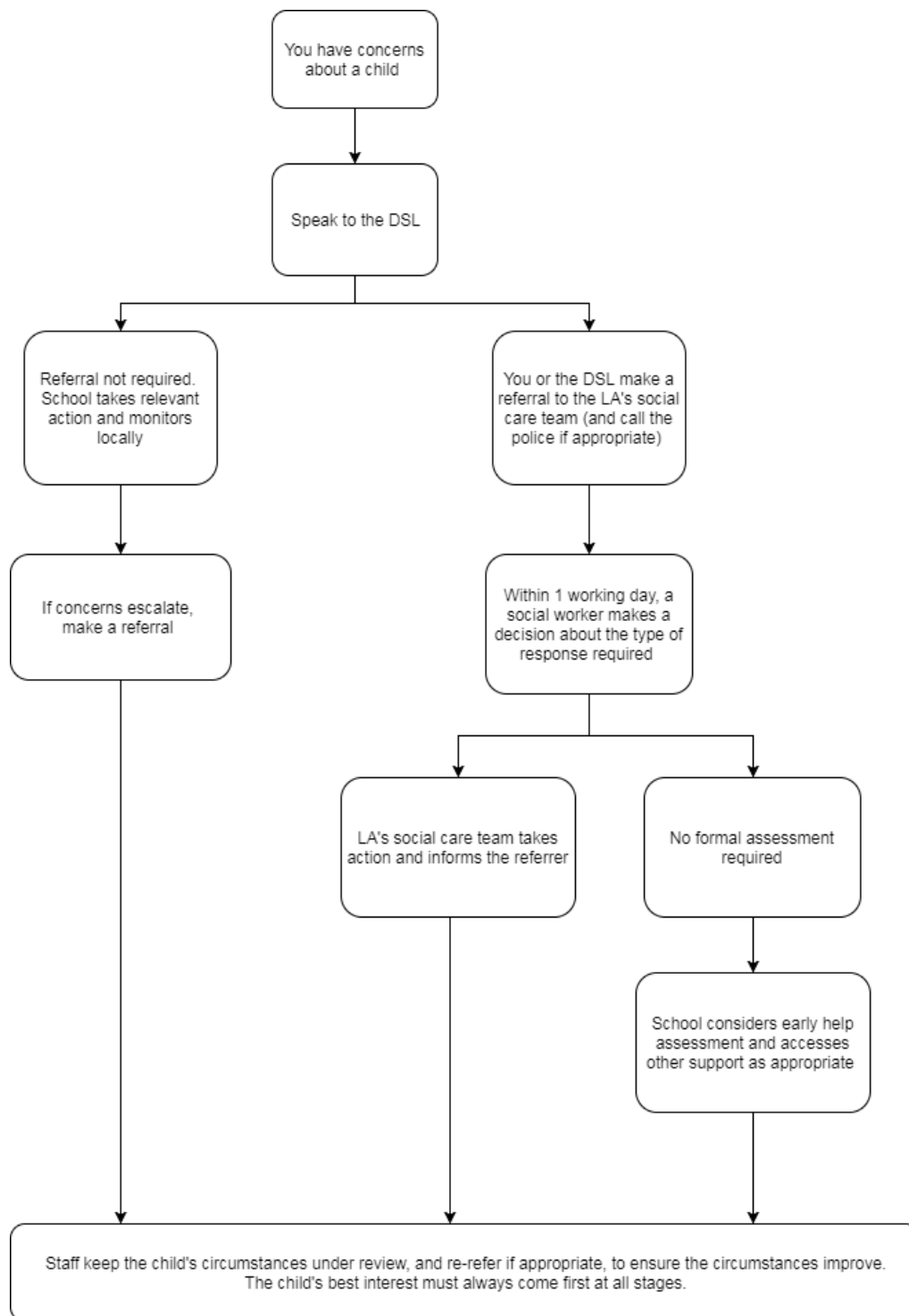
If an Early Help assessment is appropriate, the DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner.

College will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the College will consider a referral to local authority Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

North Yorkshire's Early help referral link and the continuum on need; [79301-Early-Help-Strategy-2019-3-Oct.pdf \(safeguardingchildren.co.uk\)](https://www.safeguardingchildren.co.uk).

**Figure 1: Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger).**



Please see below how to make a referral to North Yorkshire children social care. [NYSCP  
\(safeguardingchildren.co.uk\)](https://www.nyscp.org.uk/safeguardingchildren.co.uk)

## **Section 7. FGM Mandatory Reporting**

### **7.1 If you discover that FGM has taken place, or a student is at risk of FGM (Female Genital Mutilation)**

FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.



FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

**Any staff member** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

**Staff MUST immediately report this to the police, personally. This is a mandatory statutory duty, and any staff member will face disciplinary sanctions for failing to meet it.**

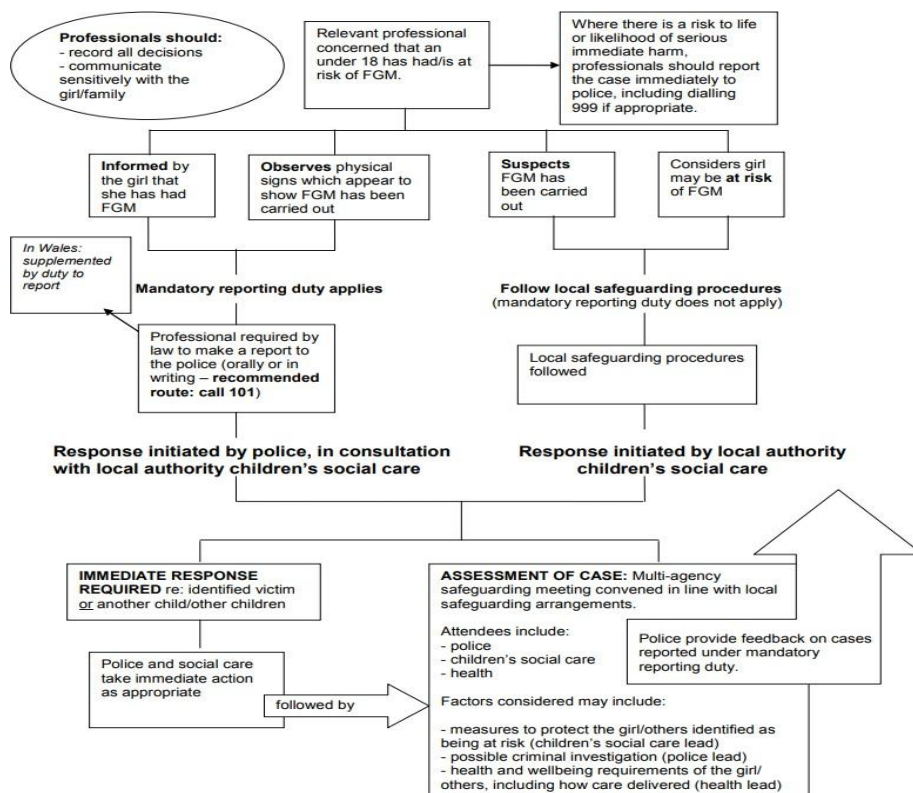
Unless they have been specifically told not to disclose, they must also discuss the case with the DSL and involve Children's Social Care as appropriate.

The duty for any staff mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

**Any member of staff** who suspects a student is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow local safeguarding procedures.

## 7.2 FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide and should be considered in the context of wider safeguarding guidance and processes.



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573782/FGM\\_Mandatory\\_Reporting\\_-\\_procedural\\_information\\_nov16\\_FINAL.p](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.p)

## **Section 8. The Prevent Strategy**

### **8.1 What is Prevent and reporting concerns about extremism**

Prevent is about safeguarding and supporting those vulnerable to radicalisation and is, therefore. The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people.

As part of the Safeguarding Children and Vulnerable Adults Policy, this section is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process.

**Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence

**Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### **Update to the Prevent Duty September 2023**

#### **Ideological causes of terrorism.**

The first objective of the Prevent has been changed to “tackle the ideological causes of terrorism” The ideological component of terrorism is what sets it apart from other acts of serious violence. The guidance recommends education settings consider ideology when delivering all aspects of Prevent. The guidance introduces a new theme ‘Reducing Permissive Environments’ to tackle the ideological causes of terrorism. This includes existing consideration of having effective IT and visiting speaker policies to reduce radicalising influences.

#### **Updated Terminology**

Terminology has been updated to reflect current best practices and official terminology. This includes clarifying that the guidance only applies to non-violent extremism where it can be reasonably linked to terrorism or could draw people into terrorism.

#### **Training**

The college will ensure the designated staff with prevent responsibilities receive frequent training proportionate to the risk of terrorism and extremism in the local area.

#### **Managing risk**

The college will constantly review the risk and threat levels to reflect the local risk and threat levels are proportionate by updating and reviewing their Prevent Risk Assessment.

#### **Information Sharing**

The college will adhere to the new section relating to information sharing by completion of the National Referral form and will continue to follow their Local Authorities guidance on completing Prevent referrals as and when needed.

#### **External Speakers and Events**

The College has an external speaker policy whereby staff will inform the Designated Safeguarding Leads of the college of any external speaker prior to them coming into college so that checks can be carried out to mitigate any risks without shutting down speech.

## 8.2 Equality, Diversity and Community Cohesion

Craven college aims to guide our students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all our young people for life in modern Britain.

We aim to encourage working towards a society with a common vision and sense of belonging by all. **Communities**; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in colleges and in the wider community.

## 8.3 National Guidance and Strategies

PREVENT is a key part of the Government's strategy to stop people becoming terrorists or Early intervention is at the heart of PREVENT in diverting people .supporting terrorism PREVENT happens before any criminal .away from being drawn into terrorist activity supporting and protecting people who might be ,It is about recognising .activity takes place susceptible to radicalization

The PREVENT strategy objectives are:

<b>Ideology:</b>	respond to the ideological challenge of terrorism and the threat we face from those who promote it.
<b>Individuals:</b>	prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
<b>Institutions:</b>	work with sectors and institutions where there are risks of radicalisation which we need to address

All staff should have an awareness of the PREVENT agenda and the various forms of radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately. The college has engaged positively with the Workshop to Raise Awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately.

## 8.4 Making a Prevent Referral

If a child is likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which College staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- . Think someone is in immediate danger
- . Think someone may be planning to travel to join an extremist group
- . See or hear something that may be terrorist-related

## Section 9 -Supporting Students with Mental Health Concerns

### If you have a concern about a child suffering with mentalhealth:

Mental health, in some cases, can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by reporting your concern to a DSL for immediate action.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

All members of staff as part of their mandatory training complete training around mental health through e-learning and this is reviewed biannually, through staff briefings and bespoke training linked to current safeguarding issues.

The DSL and the member of staff will work within the guidance of the Department for Education around mental health and behaviour within education, please see link below for more details:

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Section 10. Reporting Low Level Concerns

### Concerns about a staff member, volunteer or contractor.

**If staff have concerns about a member of staff (including a volunteer or contractor), or an allegation is made about a member of staff (including a volunteer or contractor) posing a risk of harm to children, speak to the Principal. If the concerns/allegations are about the Designated Lead/Deputies, speak to the Principal.**

The Designated Lead/Deputies or Principal will then follow the procedures set out in Appendix 2, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a volunteer or contractor) to the Principal, report it directly to the local authority designated officer (LADO).

## Section 11. Procedures for Dealing with Child on Child Abuse

### 11.1 Allegations of abuse made against other students.

\* please note that the term child/student refers to a student under the age of 18

We recognise that children are capable of abusing other children. **Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.**

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our College's Student Positive Behaviour Policy, but this Safeguarding Children and Vulnerable Adults Policy, will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put student in the College at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures, videos (including the sharing of nudes and semi-nudes) and content.

See Appendix 4 for more information about child-on-child abuse.

## **11.2 Procedures for dealing with allegations of child-on-child abuse**

If a student makes an allegation of abuse against another student:

- You must record the allegation within the young person's words and tell the DSL, but do not investigate it.
- The DSL will contact the local authority Children's Social Care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all students involved (including the victim(s), the student/s against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering College's transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the Police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. The College Safeguarding Team will ask the Police if we have any questions about the investigation.

Investigations will be logged in line with the College's procedures for recording, investigating and dealing with allegations, and supporting victims, perpetrators and any other students affected.

## **11.3 Creating a supportive environment in College and minimising the risk of child-on-child abuse**

**We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.**

**To achieve this, we will:**

- Challenge any form of derogatory or sexualised language or inappropriate behavior between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards students, and initiation or hazing type violence with respect to students.
- Ensure our curriculum helps to educate students about appropriate behavior and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems (Reference section 11.5 below)
- Ensure staff reassure victims that they are being taken seriously and that they have taken the right action by reporting
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.

- . Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- . Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- . Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in College, it does not mean it is not happening – **staff should maintain an attitude of “it could happen here”**
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns
  - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the Police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our College from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- . Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this.
- . There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

#### 11.4 Sharing of nudes and semi-nudes (‘sexting’)

##### Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you **must report it to the DSL immediately.**

You must **not**:

- . View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- . Delete the imagery or ask the student to delete it
- . Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)



- Share information about the incident with other members of staff, the student(s) it involves, or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate College staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the student involved would influence risk assessment.
- If there is a need to contact another College setting or individual
- Whether to contact parents or carers of the student involved (in most cases parents/carers should be involved)

### **The DSL will make an immediate referral to Police and/or Children's Social Care if:**

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to Police and/or Children's Social Care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101 and logging the incident with the police directly.

### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

### **Curriculum coverage**

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our citizenships and enrichment programme and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- . What it is
- . How it is most likely to be encountered
- . The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- . Issues of legality
- . The risk of damage to people's feelings and reputation, how this may affect them when looking for employment.
- . Students also learn the strategies and skills needed to manage:
- . Specific requests or pressure to provide (or forward) such images
- . The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the College will follow in the event of an incident.

### **11.5 Reporting systems for our students**

Where there is a safeguarding concern, we will take the child/students wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we have:

- . Put systems in place for students to confidently report abuse.
- . Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- . Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

Students can report a safeguarding concern on the E safe via email or report directly to any member of staff. (staysafe@craven-colleg.ac.uk)

The process for reporting and contact details of the safeguarding leads are within the student handbooks, on posters and leaflets throughout the College. As part of the work the progress coaches complete with students, they cover how to report any concerns and that they feel reassured their voice is listened to and will be kept in contact about the actions taken and any outcomes.

## **Section 12. Online Safety and the Use of Mobile Technology**

(Please refer to the ICT and Acceptable Use Policy for additional information)

We recognise the importance of safeguarding children/students from potentially harmful and inappropriate online material, including materials which may be generated by AI, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our College aims to:

- . Have robust processes in place to ensure the online safety of student, staff, volunteers and governors.
- . Protect and educate the whole College community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as "ICT and Acceptable Use Policy")
- . Set clear guidelines for the use of mobile phones for the whole College community.

- . Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

## The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams  
( if pupils or staff are at risk, these will be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

## To protect our students and address the risks above we will:

- Educate students about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim.
- We train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via the Parent Handbook and communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety via the college safeguarding e mail – [staysafe@craven-college.ac.uk](mailto:staysafe@craven-college.ac.uk)
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to College for their own use, but will limit such use to non-contact time when student are not present
  - Staff will not take pictures, recordings of students or make any form of contact on their personal phones or cameras at any time.
- Make all student, parents/carers, staff, volunteers, governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in College, use of Craven College's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones via the Student Positive Behaviour Policy and ICT Acceptable Use Policy
- Make sure all staff, students and parents/carers are aware that staff have the power to search student's phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Ensure robust filtering and monitoring systems are in place to limit children's exposure to the 4 key categories of risk (described above) from the College's IT systems as stated within the ICT and Acceptable Use Policy .Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our College community
- For comprehensive details about our College's policy on online safety and the use of mobile phones, please refer to our ICT and Acceptable Use Policy.

## 8.1 Artificial intelligence (AI)

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT.

Craven College recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Craven College will treat any use of AI to access harmful content or bully pupils in line with this policy and our Student Positive Behaviour Policy.

The Safeguarding and IT Team Staff will make staff aware of the any risks posed by new and developing AI tools as they become apparent so they can support in safeguarding students.

### **Section 13. Notifying parents or carers**

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority Children's Social Care team before doing so.

In the case of allegations of abuse made against other children/students, we will normally notify the parents or carers of all the children/students involved. We will think carefully about what information we provide about the other child/student involved, and when. We will work with the police and/or local authority Children's Social Care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

### **Section 14. Students with special educational needs, disabilities or health issues**

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognizing abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's/student's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Craven College offers extra pastoral support for students with additional needs as well as provides support to help students overcome any communication barriers they face. Reference the Student Support Policy for additional details)

Additional advice on protecting SEND students can be found on the following NSPCC Link

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send> and <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>

### **Section 15. Students with a Social Worker**

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children/students. This can be through attending key meetings about the students, sharing information to help inform assessments and making sure that we continue to network so that there is a holistic picture of what life is like for our students and the plan of support and safeguard them.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to safeguarding issues such as unexplainable and/or persistent absences from education
- The provision of pastoral and/or academic support

## Responsibility of the Governors

Governors have **strategic and statutory responsibilities** for safeguarding. They are not involved in day-to-day operational safeguarding but must ensure the college creates a safe environment for learners and staff.

### Legal and statutory duties

- Comply with **Keeping Children Safe in Education (KCSIE)** and **Working Together to Safeguard Children** guidance.
- Ensure the college meets its duties under the **Education Act 2002**, **Safeguarding Vulnerable Groups Act 2006**, and **Prevent Duty**.
- Governors act as **charity trustees**, so safeguarding is part of their duty to protect beneficiaries (students)

### Strategic Oversight

- Approve and regularly review the **safeguarding and child protection policy**, including online safety and Prevent.
- Ensure there is a **Designated Safeguarding Lead (DSL)** with appropriate authority and resources.
- Monitor safeguarding arrangements through reports, audits, and risk assessments

### Assurance and Accountability

- Hold senior leaders to account for:
  - Compliance with statutory guidance.
  - Quality and effectiveness of safeguarding practice.
  - Timely response to safeguarding concerns and allegations.
- Ensure **safer recruitment** processes are in place and followed.
- Governors will receive assurance of the effectiveness of safeguarding through internal and external audits reported through to the Audit committee

## Section 16. Looked-After and Previously Looked-After Children

It is paramount to Craven College that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual School Heads.

**Our appointed Designated LAC Lead, Rosemary Simpson**, is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#). Please see link to guidance below:

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671412/section-16-guidance-for-looked-after-children.pdf)

The designated staff member is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated LAC Lead will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with Virtual School Heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how student funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

## **Section 17. Complaints and concerns about College safeguarding policies**

### **17.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

### **17.2 Whistle-blowing**

Please see the College's Whistle Blowing Policy for additional information about our College Whistleblowing procedures.

## **Section 18 Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

### **Records will include:**

- The exact voice of the child/student(s).
- A clear and comprehensive summary of the concern that have been raised.



- . Details of how the concern was followed up, who was contacted and when and how this was resolved.
- . A note of any action taken, decisions reached and the outcome and who made these decisions.

Concerns and referrals will be kept on CPOMS for each child/student.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the College

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the College has, or has had, safeguarding concerns moves to another College the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file and that a handover is held.

To allow the new College to have support in place when the child arrives, this should be within:

- . **5 days** for an in-year transfer, or within
- . **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL or deputy DSL's will speak to the DSL of the receiving College and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Craven College acknowledges how important it is to share information between partner agencies in order to assist in safeguarding our students and follows the local procedures in information sharing and working together to safeguard children. Please see links below for further guidance.

[Information sharing for partnership working | North Yorkshire Partnerships \(nypartnerships.org.uk\)](https://nypartnerships.org.uk)

[Working Together to Safeguard Children 2023\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

In addition:

- . Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- . Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff.

## Section 19 Training

### 19.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the College's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- . Be integrated, aligned and considered as part of the whole-College's safeguarding approach and wider staff training, and curriculum planning.
- . Be in line with advice from the 3 safeguarding partners.
- . Have regard to the Teachers' Standards to support the expectation that all teachers:
  - o Manage behaviour effectively to ensure a good and safe environment.
  - o Have a clear understanding of the needs of all students.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, how face to face how often and through monthly updates via The Craven Chronicle /Safeguarding E Mails.

Volunteers will receive appropriate training on induction and throughout their service. E.g. Counsellors

### 19.2 The DSL and Deputy/Deputies

The DSL and deputy/deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will undertake Prevent awareness training and **undertake any additional training as required. ( Domestic Abuse, Harmful Sexual Behaviours/Brooke Traffic Light Training etc – Refer to the Safeguarding Team training schedule)**

### 19.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the College's to deliver a robust whole-College approach to safeguarding

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

### 19.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the College will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education 2025, and will be in line with local safeguarding procedures.

See appendix 2- Safer Recruitment and DBS Checks and the Craven College Safer Recruitment Policy for more information about our safer recruitment procedures.

### 19.5 Monitoring arrangements

This policy will be reviewed **annually** by The Lead and Deputy DSL's. At every review, it will be approved by the full Governing body.

## Section 20 - Links with other policies

This policy links to the following policies and procedures:

- Student Positive Behaviour Policy
- Craven College Prevent Strategy
- Staff Code of Conduct
- Complaints
- Health and safety
- Student Attendance and Punctuality Policy
- Online safety
- ICT and Acceptable Use Policy
- Equality
- First aid
- Curriculum
- Whistle blowing
- Anti-bullying
- Student Health and Wellbeing

## Appendices

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education 2025**.

### Appendix 1.

#### Part one: KCSIE 2025 -Safeguarding information for all staff

##### What school and college staff should know and do

##### A child centered and coordinated approach to safeguarding.

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. 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 centred. 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. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - Providing help and support to meet the needs of children as soon as problems emerge
  - protecting children from maltreatment, whether that is within or outside the home, including online
  - preventing the 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.

##### The role of school and college staff

4. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
5. **All** staff have responsibility to provide a safe environment in which children can learn.
6. **All** staff should be prepared to identify children who may benefit from early help.<sup>4</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
7. **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.
8. **Every** school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

9. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
10. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>5</sup>

### What school and college staff need to know

11. **All** staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:
  - child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
  - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)<sup>6</sup>
  - staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
  - safeguarding response to children who go missing from education, and
  - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document is provided to **all** staff at induction.

12. **All** staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e- bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
13. **All** staff should be aware of their local early help process and understand their role in it.
14. **All** staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments<sup>7</sup> under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
15. **All** staff should know what to do if a child tells them they are being abused, exploited, 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 local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
16. **All** staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel

ashamed for making a report.

17. **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

### **What school and college staff should look out for - Early help**

**18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:**

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

### **Abuse, neglect and exploitation**

19. All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
20. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
21. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate

relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- 22. All staff** should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- 23.** In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

## Indicators of abuse and neglect

- 24. 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, **including where they see, hear or experience its effects**. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children
- 25. 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.
- 26. 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 from 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.
- 27. Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- 28. 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may



involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Safeguarding issues

- 29. 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 and/or alcohol misuse, **unexplainable and/or persistent absences from education**, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. These can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B.

## Child-on-child abuse

- 30. All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- 31. All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on-child abuse they should speak to their designated safeguarding lead (or a deputy).
- 32.** It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 33. Child-on-child abuse is most likely to include, but may not be limited to:**
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
  - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
    - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
    - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)



- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**Students will be supported by signposting to**

The Lucy Faithfull Foundation in collaboration with the Home Office resource - Shore Space which offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

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

- 34.** Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

## **Child Criminal Exploitation (CCE)**

- 35.** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- 36.** Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- 37.** It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## **Child Sexual Exploitation (CSE)**

- 38.** CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

- 39.** CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

- 40.** CSE can affect any child who has been coerced into engaging in sexual activities. This includes

16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

## Domestic Abuse

41. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

## Female Genital Mutilation (FGM)

42. Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

## Mental Health

43. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
44. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
45. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

## Serious violence

46. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, 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 indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for 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](#)

## Additional information and support

47. Departmental advice [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 indicators 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 abuse and neglect and what to look out for.
48. Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read Annex B.

## What school and college staff should do if they have concerns about a child

49. Staff 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 should always act in the **best interests** of the child.
50. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 22 for a flow chart setting out the process for staff when they have concerns about a child.
51. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

## 52. Discuss safeguarding concerns.

If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

53. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful

Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes
  - undertaking an early help assessment, or making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.
54. DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

## Early help assessment

55. If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

## Statutory children's social care assessments and services

56. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.
57. Local authority children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

58. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local authority children's social care contact number.

## Children in need

59. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

## Children suffering or likely to suffer significant harm:

60. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes **all** forms of abuse and neglect.

## What will the local authority do?

61. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
- the child requires immediate protection and urgent action is required
  - any services are required by the child and family and what type of services
  - the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process
  - there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process, and if further specialist assessments are required to help the local authority to decide what further action to take.
62. The referrer should follow up if this information is not forthcoming.
63. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## Record keeping

64. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.
- If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

### Why is all of this important?

**65.** It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.<sup>16</sup> Further information about serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](#). Examples of poor practice include:

- a. failing to act on and refer the early signs of abuse and neglect
- b. poor record keeping
- c. failing to listen to the views of the child
- d. failing to re-assess concerns when situations do not improve
- e. not sharing information with the right people within and between agencies
- f. sharing *information* too slowly, and
- g. a lack of challenge to those who appear not to be taking action.

### What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

**66.** Schools and colleges should have processes and procedures in place to manage **any** safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

**67.** If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **harming or posing a risk of harm to children**, then:

- this should be referred to the Principal
- where there is a concern/allegation about the principal, this should be referred to the Director of Governors,

**68.** staff (including supply staff, volunteers or contractors) that **does not** meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

Further details can be found in Part four of this guidance.

## What school or college staff should do if they have concerns about safeguarding practices within the school or college

69. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
70. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.
71. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:
  - a. general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#) the NSPCC's [what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college.
  - b. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).<sup>1</sup>

## Appendix 2: Safer Recruitment and DBS checks Procedures

(Please refer to the Craven College Safer Recruitment Policy for additional information)

### Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### Advertising

When advertising roles, we will make clear:

- . Our College's commitment to safeguarding and promoting the welfare of children
- . That safeguarding checks will be undertaken
- . The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- . Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### Application forms

Our application forms will:

- . Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- . Include a copy of, or link to, our Safeguarding Children and Vulnerable Adults Policy on the employment of ex-offenders

### Shortlisting

Our shortlisting process will involve at least 2 people and will:

- . Consider any inconsistencies and look for gaps in employment and reasons given for them
- . Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:



- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales. These must not be investigated internally, procedures follows in line with the legal framework of the Rehabilitation of Offenders Act 1974
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

### Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees'.
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is College based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations.
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed.
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate.
- Resolve any concerns before any appointment is confirmed.

### Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this.
- Explore any potential areas of concern to determine the candidate's suitability to work with children.
- Record all information considered and decisions made.

### Pre-appointment vetting checks

Human Resources will record all information on the checks carried out. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks.

When appointing new staff, we will:

- Verify their identity.
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable



after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for

longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken.

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach.

## Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the College has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity.
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the College.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained governor in education).

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise students on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

## Appendix 3: Allegations of abuse made against staff – including Low Level Concerns procedures

### Section 1: Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, 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 they 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 – this includes behaviour taking place both inside and outside of College

If we're in any doubt as to whether a concern meets the harm threshold, we will consult with the local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Principal, or the Chair of Governors where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

**Based on an assessment of risk, we will consider alternatives such as:**

- . Redeployment within College so that the individual does not have direct contact with the child or children concerned
- . Providing an assistant to be present when the individual has contact with children
- . Redeploying the individual to alternative work in the College so that they do not have unsupervised access to children

If in doubt, the case manager will seek advice from Local Authority Designated Officer (LADO), as well as the police and children's social care where they have been involved.

### Definitions for outcomes 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, or to cause harm to the subject of the allegation
- . **False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence) this must still be handled carefully under statutory guidance inline with KCSIE, all concerns are taken seriously and reported to the DSL. A clear record of the allegation and outcome for safeguarding and employment purposes will be retained.

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

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the DSL ~~the case manager~~ will take the following steps: Conduct a **basic enquiry in safeguarding** which involves an **initial fact-finding stage** when a concern about abuse, neglect, or harm is raised. It is designed to determine whether the situation meets the threshold for a formal safeguarding investigation.

The DSL will clarify the concern: Gather enough information to understand what has been reported.

- Check immediate safety: Ensure the child or adult is not in imminent danger.
- Decide next steps: Determine if the case should progress to a formal safeguarding enquiry or be managed through other support routes

~~Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below~~

- Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at College is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate.
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at College and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in College and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against staff (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a member of staff will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

Where the police are involved, wherever possible College will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the College's disciplinary process, should this be required at a later point.

### Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the College, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard

procedures.

(Reference -Procedure for dealing with allegations)

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- We will involve the agency fully, but the College will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer(LADO) whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the College ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the College will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the College will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending Craven College.

#### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the College will consider whether any disciplinary action is appropriate against the individual(s) who made it

## Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, Craven College will consider whether any disciplinary action is appropriate against the individual(s) who made it

## Confidentiality and information sharing

Craven College will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

## Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, Craven College will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

## References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.
- Include substantiated allegations, provided that the information is factual and does not include opinions.

## Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the College's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.



- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

### **Non-recent allegations**

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the College that they were abused as a child, we will advise the individual to report the allegation to the police.

### **Section 2: Concerns that do not meet the harm threshold**

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the College
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the College may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (LADO)

Examples of such behaviour could include, but are not limited to:

- Being overly 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
- Humiliating students

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others



- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the College's safeguarding system
- 

### Responding to low-level concerns

If the concern is raised via a third party, the Principal/Lead DSL will collect evidence where necessary by speaking:

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

The Principal/Lead DSL will use the information collected to categorise the type of behaviour and determine any further action, in line with the College's Staff Code of Conduct. The Principal/Lead DSL will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the Deputy DSLs.

### Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the LADO
- Retained at least until the individual leaves employment at the College.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to LADO and is found to be substantiated; and/or

## Appendix 4: Specific safeguarding issues, definitions and legislation

### Children in need Section 17 Children Act 1989:

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### Children suffering or likely to suffer significant harm Section 47 Children Act 1989:

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra- familial threats like radicalisation and sexual abuse.

Where there is a safeguarding concern, a child's wishes and feelings are taken into account when determining what

action to take and what services to provide.

The college contributes to multi-agency working in line with statutory guidance Working together to safeguard children and works with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

### Looked After Children (LAC) and Care Leavers

Students who are in care of or leaving care are a particularly vulnerable cohort and need to be identified, monitored and supported throughout their time in college. The designated teacher will collect the information they need in relation to a child's looked legal status and contact arrangements with birth parents or those with parental responsibility and will have details of the child's social worker.

### Children- includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

**Victim** is a widely understood and recognized term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognized terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behavior can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

**Student:** a person who is studying at a university, college or other place of higher education.

**Vulnerable adult:** is an individual age 18 or older who has the functional, mental or physical inability to care for themselves. It can also refer to one who is unable to protect themselves against significant harm and exploitation.

### Modern Slavery

Modern Slavery is the exploitation of people who have been forced, deceived, or coerced into a life of labour and servitude. It is a crime hidden from society where victims are subjected to abuse, inhumane and degrading treatment. Examples of enslavement include:

- a person who is forced to work or serve – through fear and threats of violence
- is owned or controlled by an 'employer' who uses mental or physical abuse to exercise control
- dehumanised, treated as a commodity or bought and sold as 'property'
- being kept in substandard working/living conditions
- physically constrained or has restrictions placed on his/her freedom of movement
- 

Further details can be found at:

[Modern Slavery toolkit and reference guide](#)

### Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- . Are at risk of harm or neglect
- . Go missing or run away from home or care
- . Are at risk of CCE and CSE
- . Are at risk of forced marriage or FGM
- . Come from Gypsy, Roma, or Traveller families
- . Come from the families of service personnel
- . Are supervised by the youth justice system
- . Cease to attend a College
- . Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police, via an Operation Encompass alert will inform the Lead DSL, before the child arrives at College the following day.

The DSL will provide support according to the child's needs and update CPOMS records about their circumstances.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL's will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour

of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to Childrens Social Care
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmua@fco.gov.uk](mailto:fmua@fco.gov.uk)
- Refer the Student to a College Safeguarding Officer, or College counsellor, as appropriate
- Please refer to this too kit: [Modern Slavery toolkit and reference guide](#)

### Sexual violence and sexual harassment between children in College

Sexual violence and sexual harassment can occur:

- Between 2 children/students of any age and sex
- Through a group of children/students sexually assaulting or sexually harassing a single child/student or group of children/students
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same College.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the College that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

### **Staff should be aware of the importance of:**

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our College approach to this type of abuse.

### **Serious violence**

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from College
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from College
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a child/student being involved in, or at risk of, serious violence, they will report this to the DSL.

### **Checking the identity and suitability of visitors**

All visitors will be required to present themselves to reception in the Whernside building upon where a photo identification is taken and then will await the person they are meeting and will be escorted around the premises

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

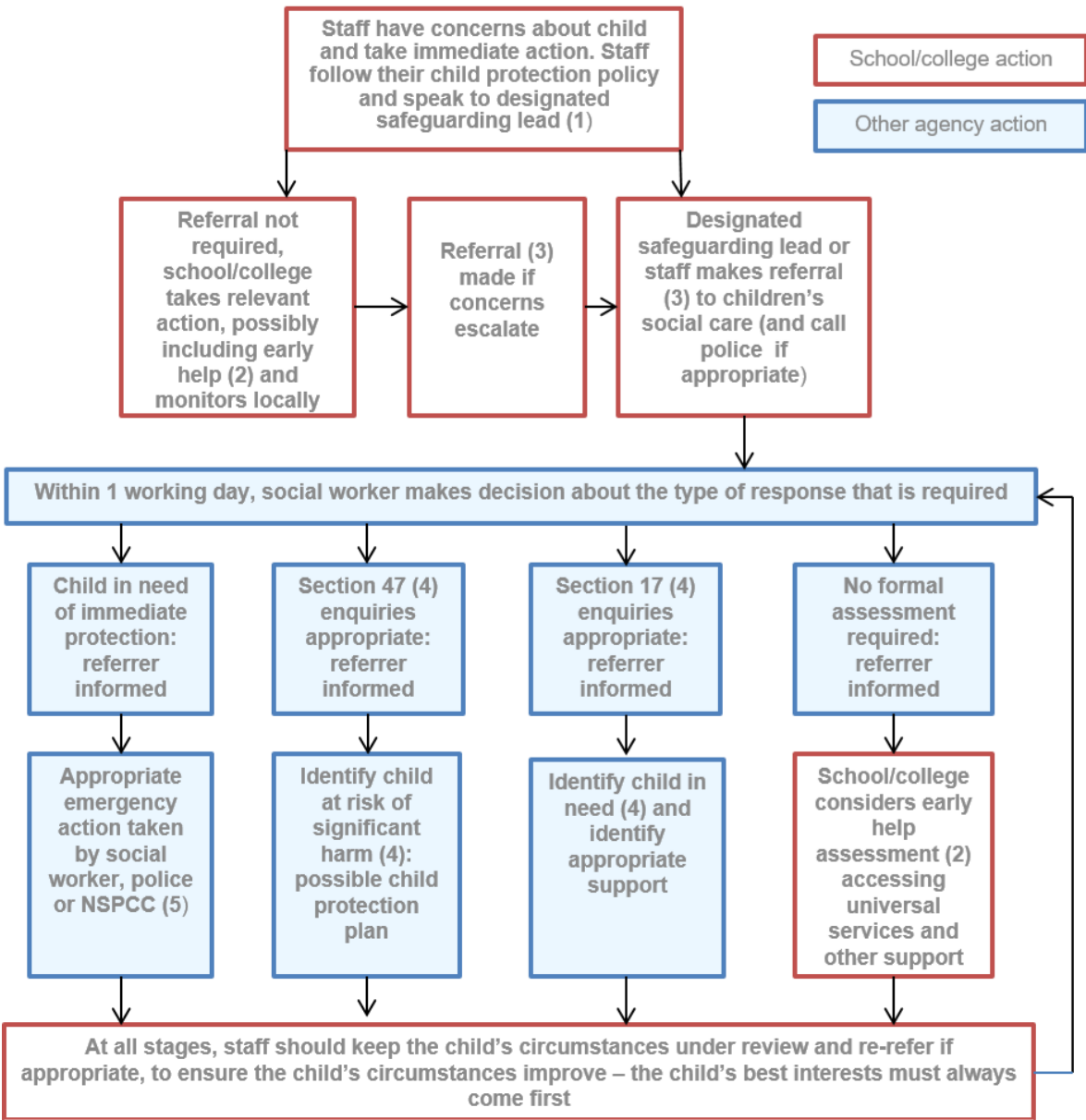
Visitors are expected to sign in on the visitors log in system and wear a photo ID visitor's badge.

Visitors to the College who are visiting for a professional purpose, such as educational psychologists, NHS health professionals etc will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, e.g teaching supply agencies, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

**All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.** Staff inviting guest speakers MUST adhere to Craven College's Visitor Policy and guidelines. Staff will not invite into the College any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using Craven College facilities is not seeking to disseminate extremist views or radicalise students or staff.

# Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



## Appendix 6 - Definitions of Abuse

Definitions of Abuse	
<p><b>Abuse:</b> 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.</p>	
<p><b>Physical abuse:</b> 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.</p>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from an educational setting
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent or carer	Family/environment
Parent or carer with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional Abuse	
<p><b>Emotional abuse:</b> 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 from 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.</p>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent or carer givers	Family/environment
Observed to be aggressive towards child or Others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional Needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.



## Neglect

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at an educational setting
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent or carer giver</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

## Sexual abuse

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in College work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent/ care giver	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

