

Safeguarding Children and Vulnerable Adults Policy, Procedure and Guidance

Protection for All Students and All Staff

Formal Review Cycle:	Annual		
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Policy Owner:	Stephanie Tinsley		
Impact Assessed by:		Impact Assessment Date:	

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1. INTRODUCTION

Craven College is a General Further Education College based at Skipton in North Yorkshire, but with a centre at Leeds Bradford Airport in north Leeds, Evolve in Ripon and at Seamer near Scarborough on the East Coast. The College serves the educational training needs of individuals, communities, and businesses in North Yorkshire, East Lancashire, and the Aire Valley corridor to Bradford and other areas of West Yorkshire.

Craven College is fully committed to the safety and well-being of students, staff and those who have direct links with the organisation including Provision Sub-contractors. The College actively promotes the positive welfare of all students and expects all teaching and support staff, volunteers and partner agencies to adhere to these practices at all times.

Key Aims of Policy:

- To Safeguard all College students, particularly children, young people and those with identified additional needs at all College campuses including those studying in the workplace e.g. Apprentices.
- To Safeguard the College Corporation, all staff, volunteers and stakeholders in carrying out their duties in teaching, supervising and supporting students at all College campuses, other external facilities, in the workplace or by distance learning.

The College regards each student as a unique individual and therefore seeks to support their development in ways which will enhance their confidence and independence whilst helping them feel secure. It recognises that a safe and secure college environment and clear lines of communication with trusted adults helps all students, young people and adults to feel supported. These key components provide a safe and secure environment and culture in the College and are regarded as central to the wellbeing of the individual and are therefore seen to be a fundamental part of all aspects of the curriculum and ethos of the College.

The College recognises its duty in relation to the Counter Terrorism and Security Act 2015, a duty to ensure all students, staff and volunteers are advised on how to keep safe and within the law. The Prevent Duty Section 26 contained within this legislation does not prevent students and staff from having political or religious views and concerns, but contains details on how they use these concerns or act on them in non-extremist ways. The College is committed to supporting vulnerable learners through our safeguarding policies and procedures and recognise that this will support the college's contribution to the Prevent Duty. We build our learner's resilience to radicalisation by promoting UNITED (British) Values and enabling our learners to challenge extremist views.

2. SAFEGUARDING POLICY DECLARATION/STATEMENT

Craven College is committed to Safeguarding, promoting the safety and well-being of its students and staff and expects all staff, volunteers and students to share this commitment.

The College promotes a set of values with an expectation that all staff and students will commit to creating a positive culture and atmosphere to promote learning.

Key Principles of Safeguarding

Empowerment - Ensuring young people and vulnerable adults are supported and confident in making their own decisions and giving informed consent.

Protection – Providing support and representation for those in greatest need. To identify and report any student who is suffering, or likely to suffer, significant harm.

Prevention – By creating and maintaining a safe learning environment for all students, staff and visitors. We make staff aware, through provision of appropriate training and guidance, of how to recognise signs and take any appropriate action to prevent abuse occurring. e.g. by physical abuse, emotional abuse, sexual abuse or neglect.

Proportionality - We discuss with the individual and where appropriate with partner agencies the proportionality of possible responses to the risk of significant harm before we take a decision.

Partnership - We have effective local information-sharing and multi-agency partnership arrangements in place and staff understand these. We foster a “one” team approach that places the welfare of individuals above organisational boundaries.

Accountability - Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes in to contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals make sure their approach is child-centred. This means that they consider, at all times, what is in the **best interests** of the child.

3. LEGISLATIVE/QUALITY FRAMEWORK

- 3.1 This policy and procedures have been written and will be implemented in-line with the safeguarding and child protection procedures established by North Yorkshire Safeguarding Children Board (www.safeguardingchildren.co.uk). It is also written in accordance with legislation established by the Children Acts 1989 and 2004, the Education Act 2002 and other core legislation and guidance listed in 3.3.
- 3.2 The protection of vulnerable adults contributes to the wider safeguarding agenda and this policy operates in conjunction with statutory guidance for reporting concerns (www.nypartnerships.org.uk/sab).
- 3.3 Additional Legislation and Guidance (please note this list is not exhaustive).
- Working Together to Safeguard Children (2018)
 - Keeping Children Safe in Education (2018)
 - What to do if you're worried a child is being abused (2015)
 - Information Sharing advice for practitioners (2015)
 - Counter Terrorism and Security Act 2015 (inc. the 'Prevent Duty')
 - Care Act 2014
 - Mental Capacity Act 2005
- 3.4 Links to other policies
- Bullying and Harassment policy
 - Data Protection policy
 - Drug and Substance abuse policy
 - Health and Safety policy
 - Recruitment, Selection and Induction of staff
 - Equality and Diversity policy

- Staff Code of Conduct
- Student behaviour and disciplinary policy
- Technology Strategy
- ICT acceptable use policy
- Disclosure, Barring and Verification checks for staff and students
- Social and electronic media policy
- Whistleblowing procedure

4. **DEFINITIONS**

4.1 **Children**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

4.2 **Vulnerable Adults**

Vulnerable adults are those 18 years or over who are or may be eligible for community care services' and whose independence and well-being would be at risk if they did not receive appropriate health and social care support. This includes those rendered at greater risk to a range of abuse because of the ageing process, physical or mental ill-health, learning disability, physical or sensory impairment or substance misuse or dependence. It also includes carers, family and friends of those people who provide personal assistance and care to adults on an unpaid basis.

4.3 **Safeguarding & Welfare**

Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. It is fundamental to high quality educational achievements for College students and staff.

National, statutory guidance "Keeping children safe in education" (2018) defines safeguarding and promoting welfare as:

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

Safeguarding adults includes:

- Protecting their rights to live in safety, free from abuse and neglect.
- People and organisations working together to prevent the risk of abuse or neglect, and to stop them from happening.
- Making sure people's wellbeing is promoted, taking their views, wishes, feelings and beliefs into account.

4.4 **Abuse**

Young people and adults can experience abuse in a variety of settings including at College, within the family home, within a personal relationship, in the community as well as whilst using online computer networks and phones.

Tutors and other adults in College are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or College staff being alerted to concerns.

The following categories of abuse are used in the *Keeping Children Safe in Education Guidance 2018* and the *Safeguarding Adults Multi-Agency Policy and Procedure for West and North Yorkshire and York December 2015*.

4.4.1 **Abuse** is a form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

In addition, for adults it may include misuse of medication, unlawful or inappropriate use of a restraint or physical interventions and/or unlawful deprivation of liberty.

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

In addition, for adults this may include threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal from services or supportive networks.

4.4.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not

solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

In addition, for adults, this may include rape and sexual assault or sexual acts to which the adult at risk has not consented, or could not consent or was pressured into consenting. Sexual acts would include being made to watch sexual activity.

- 4.4.5 **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, for adults this includes ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

- 4.4.6 **Modern slavery** includes human trafficking, forced labour and domestic servitude. Traffickers and slave masters use the means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhuman treatment.

- 4.4.7 **Discriminatory abuse** includes - abuse based on a person's race, sex, gender identity, age, disability, sexual orientation or religion; or other forms of harassment, slurs or similar treatment or hate crime/hate incident.

Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can result from situations that exploit a person's vulnerability by treating the person in a way that excludes them from opportunities they should have as equal citizens, for example, education, health, justice and access to services and protection.

- 4.4.8 **Financial or Material Abuse** is a crime. For example, the use of a person's property, assets, income, funds or any resources without their informed consent or authorisation. It includes: theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, such as wills, property, inheritance or financial transactions, exploitation or the misuse or misappropriation of property, possessions or benefits, the misuse of an enduring power of attorney or a lasting power of attorney, or appointeeship.

- 4.4.9 **Domestic Abuse:** includes psychological, physical, sexual, financial, emotional abuse; as well as so called 'honour' based violence, forced marriage and female genital mutilation. Many people think that domestic abuse is about intimate partners, or abuse of women by men, but it may also be caused by wider family members, and committed by women towards men and in same sex relationships, as made clear in the Home Office definition: "An incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse... by someone who is or has been an intimate partner or family member regardless of gender or sexuality."

4.4.10 **Specific Safeguarding issues:** College staff can access further government guidance as required on the issues listed below (hyperlinked):

- [bullying including cyberbullying](#)
- [Children and the courts](#)
- [children-missing-education](#)
- [Children missing from home or care](#)
- [Children with family members in prison](#)
- [County lines](#)
- [Child sexual exploitation](#)
- [Domestic violence](#)
- [Drugs](#)
- [Fabricated or induced illness](#)
- [Faith abuse](#)
- [Female Genital mutilation](#)
- [Forced marriage](#)
- [Gangs and youth violence](#)
- [Violence against women and girls](#)
- [Hate](#)
- [Homelessness](#)
- [Mental health](#)
- [Missing children and adults](#)
- [Private fostering](#)
- [Preventing radicalisation](#)
- [Relationship abuse](#)
- [Sexting \(also known as youth produced sexual imagery\)](#)
- [Sexual violence and sexual harassment](#)
- [Trafficking](#)

5. **CRAVEN COLLEGE SAFEGUARDING ROLES AND RESPONSIBILITIES**

All college staff have a responsibility to provide a safe environment in which vulnerable adults can learn and all staff, including volunteers, have a responsibility to act to safeguard and promote vulnerable adult welfare.

5.1 **Governors**

The Governing Corporation holds the overall responsibility for ensuring that the College has policies, procedures and structures in place to support and promote the safety and wellbeing of all learners in its care, which includes adhering to the Prevent Duty. Governors take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Governing Body monitors compliance with statutory requirements and identifies areas for improvement. At least annually the Designated Safeguarding Lead (DSL) will prepare a safeguarding report to be presented at the Governors Learning and Teaching Committee and will provide:

- An overview of the interventions for the previous year
- A summary of staff development activities and attendance at events
- A summary of activities which promote safeguarding themes to students and raise their awareness
- Lessons learned
- Key safeguarding-related developments for the previous year

The Nominated/Link Safeguarding Governor can be contacted via the Director of Governance

The Governors have a collective responsibility to:

- Ensure that a senior leader is appointed as the DSL and that this is explicit in the role holders job description and that there is always cover for this role
- Ensure that the DSL and any deputies access and complete appropriate training which is regularly updated in-line with statutory and NYSCB guidance
- Ensure that sufficient resources and time are allocated to enable staff to discharge their responsibilities
- All staff undergo safeguarding training at induction, updated regularly in line with Statutory guidance and NYSCB guidance
- Ensure appropriate monitoring and recording systems are in place.

5.2 The Principal

The Principal should ensure that:

- The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- Receives appropriate child protection training which is regularly updated
- Will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities which will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner.

If the matter is reported under the College's Whistle Blowing Policy then the matter will be dealt with by the Director of Governance and not the Principal.

5.3 Designated Safeguarding Lead (DSL) and Deputies

Lead responsibility for safeguarding, child and vulnerable adult protection, as set out below, is the responsibility of the named DSL. The activity of the lead DSL can be delegated to appropriate trained deputies. During term time the DSL or Deputies will always be available (in college hours) for staff in the college to discuss any safeguarding concerns. The DSL and Deputy DSL's undertake training and refresher training in-line with statutory requirements and NYSCB recommendations. The DSL (and any deputies) have a complete safeguarding picture and are the most appropriate person to advise on the response to safeguarding concerns.

The Designated Safeguarding Lead (DSL) in College is:

Stephanie Tinsley, Vice Principal - Curriculum and Quality

The Deputy DSLs are:

- Catherine Jackson, Student Services Manager (all Skipton based provision and Aviation)
- Bev Skaife, Evolve Manager (Ripon Evolve)
- Kasha Button, Business Development Manager, Tyro (Scarborough)

The Designated Safeguarding Lead role is described in Keeping Children Safe in Education 2018, Part two and Annex B, and detailed below:

- Refer cases of suspected abuse to the local authority children's or adult's social care as required
- Support staff who make referrals to local authority children's or adult's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a crime may have been committed to the Police as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection and vulnerable adult concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training
- Refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required
- Ensure each member of staff has access to and understands the college's child protection and vulnerable adult policy and procedures, especially new and part time staff. Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure records of concerns and referrals
- Understand and support the college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting students from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.
- Ensure the college's child protection and vulnerable adult policies are known, understood and used appropriately
- Ensure the college's child protection and vulnerable adult policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection and vulnerable adult policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this
- Link with the local NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Always be available (during college hours of 8:30am until 5pm Monday to Thursday and 8:30am until 4:30pm on Fridays) for staff in college to discuss any safeguarding concerns

and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The DSL's role will be explained to staff as part of all in college safeguarding training, including induction.

5.4 Individual Staff Responsibilities

College staff are particularly important with regard to Safeguarding as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

- **All** staff have a responsibility to provide a safe environment in which children can learn.
- **All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.
- College staff should be particularly alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs;
 - Has special educational needs (whether or not they have a statutory education, health and care plan);
 - Is a young carer;
 - Is showing signs of being drawn in to anti-social or criminal behaviour including gang involvement and associated with organised crime groups;
 - Is frequently missing / goes missing from care or from home;
 - Is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - Has returned home to their family from care;
 - Is showing early signs of abuse and / or neglect;
 - Is at risk of being radicalised or exploited;
 - Is a privately fostered child.
- If staff have **any concerns** about a child's welfare, they should act on them immediately. College staff should report any concerns or disclosures related to the protection and safety of children and vulnerable adults to the Designated Safeguarding Team (DST) or a member of Senior Management in the absence of the team. Appendix 2 sets out the process for staff when they have concerns about a child.
- Work with the DST to complete appropriate records in a timely manner.

6. **SAFEGUARDING PROCEDURE FOR STAFF AND VOLUNTEERS**

All staff at Craven College have a legal duty of care to identify any students/staff who may be experiencing or at risk of experiencing, abuse or harm at College or elsewhere and take the relevant action to ensure their safety. This includes all staff reporting allegations of abuse against another member of staff as set out in the procedures.

The College acknowledges that education staff have a crucial role to play in helping identify welfare concerns; and indicators of possible abuse or neglect at an early stage. All staff and volunteers follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with *Keeping Children Safe in Education July 2018*; *Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*

The College wants all students to feel confident that their concerns will be taken seriously and that disclosures to any member of staff will be treated in a sensitive manner.

If a Student informs you that they are experiencing Harm/Abuse:

Disclosures or information may be received from students, parents or other members of the public. Craven College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. All staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DST and make a contemporaneous record. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DST in order that s/he can make an informed decision of what to do next.

6.1 Reporting a Concern

Anyone who is concerned about a child's or vulnerable adult's welfare or who believe that a child or vulnerable adult may be at risk of abuse should pass any information to a member of the Designated Safeguarding Team immediately.

All Skipton based provision and Aviation:

Deputy Designated Safeguarding Lead & Student Services Manager

Catherine Jackson

Tel: 07921214115

Safeguarding Officers:

Mandy Taylor, High Street

Tel: 07921743706

Amanda Beck, Auction Mart

Tel: 07769165523

Linda Sands, Aireville Campus

Tel: 07921214113

Julie Atkins, Aviation Academy

Tel: 07841986008

Email: staysafe@craven-college.ac.uk

Ripon Evolve:

Deputy Designated Safeguarding Lead & Evolve Centre Manager (Ripon Evolve)

Bev Skaife

Tel: 01765 608999

Scarborough:

Deputy Designated Safeguarding Lead & Business Development Manager, Tyro

Kasha Button

Tel: 01723 588072

Designated Safeguarding Lead & Vice Principal - Curriculum and Quality

Stephanie Tinsley

Tel: 07725 187220

If a member of the Designated Safeguarding team is not immediately available you should contact the Designated Safeguarding Lead or any member of the senior management team, including the Principal.

If contact cannot be made with any of the above, staff should contact North Yorkshire children and young people's service through the Multi Agency Screening Team (MAST). Telephone **01609 780780**, Email: Children&families@northyorks.gov.uk

If a child or vulnerable adult is in immediate danger, the Police should be notified or if they are in need of urgent medical attention an ambulance should be called.

6.2 Recording Action Taken, Feedback and Follow up

All concerns, discussions and decisions made and the reasons for those decisions will be recorded centrally by a member of the Safeguarding Team DST on CPOM's (Child Protection online monitoring system). Following the raising of a concern or a referral, a member of the Safeguarding Team will provide feedback to staff in College. Options will include:

- Managing any support for the child internally via the college's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

Where a child is suffering or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately. This will follow the local authorities' referral process.

Children in need

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

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

Where there is a safeguarding concerns, a child's wishes and feelings are taken in to 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.

6.3 Staff and Governor Training and Information.

All staff should be aware of the systems in college which support safeguarding and these will be explained to them as part of staff induction. This includes:

- o the Safeguarding Children and Vulnerable Adults Policy
- o Student behaviour and disciplinary policy
- o the staff code of conduct
- o the safeguarding response to children who go missing from education; and
- o the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff have a duty to read and understand the Statutory Guidance for Schools and Colleges “Keeping Children Safe in Education” Part One – September 2018. College managers and those staff who work directly with children should also read Annex A.

In this guidance the terms “**must**” and “**should**” are used. The term “**must**” is used when the person in question is legally required to do something and “**should**” when the advice set out should be followed unless there is good reason not to.

Policies and a copy of Part one of Keeping children safe in education can be found on the staff intranet.

All staff receive appropriate child protection training which is regularly updated. This may include via email, e-bulletins and staff meetings, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff complete NYCC Safeguarding Children: Online Learning Child Protection Basic Awareness Package:

Course Type: E-learning

Access here: <https://breeze.northyorks.gov.uk/p7fzaf9wxmq>

All staff complete Home Office E-learning Training in Prevent. This is introductory training and provides an important foundation on which to develop further knowledge around the risks of radicalisation and the role that all staff can play in supporting those at risk. This training addresses all forms of terrorism and non-violent extremism, including far right wing and Islamist extremism threatening the UK. The training offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

Course Type: E-learning

Access here: <https://www.elearning.prevent.homeoffice.gov.uk/screen2>

Any certificates should be forwarded to Human Resources for inclusion within the Central record. Specialist training will be provided for the Designated Safeguarding Team and the Designated Governor with child and adult protection responsibilities.

7. SUPPORT FOR STUDENTS AND STAFF WHERE THERE ARE ADDITIONAL CONCERNING FACTORS

Support for students is essential whilst investigations are being undertaken or services being set up. Counselling, Specialist Support, Advice and Guidance and Financial Support can be helpful to some students. The College can refer students to organisations outside College who provide a range of specialist support, guidance and advice. There are confidential helplines such as ChildLine, Forced Marriage Unit and the Domestic Violence Helpline for students who do not want to talk to staff.

Support for staff is also important given often the sensitive nature of Safeguarding. Support is available from the Safeguarding Team on request. Staff may wish to seek counselling for themselves through the College Counselling Service.

7.1 Children and the court system

Children are sometimes required to give evidence in criminal course, either for crimes committed against them or for crimes they have witnessed. The safeguarding team can work with appropriate guides to support children and explain each step of the process and the special measures that are available.

7.2 Children missing from education

Where reasonably possible, the college will hold more than one emergency contact number for each student. This gives the college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

College staff should report students that go missing from education, particularly on repeat occasions, to the Safeguarding Team to prevent the risk of them going missing in future. It is essential that all College staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential Safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage and child sexual exploitation. Once the Safeguarding team is aware of the concerns for a missing student; this information will be shared with the relevant external authority.

7.3 Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The safeguarding team will provide support when working with offenders and their children to help mitigate the negative consequences for those children.

7.4 Child sexual exploitation

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

7.5 Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

7.6 Domestic Abuse

Domestic violence also known as domestic abuse is defined as:

“An incident or a pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse. It concerns people aged 16 or over who are or have been intimate partners or family members and it can happen regardless of a person's gender or sexuality”.
Home Office: 24th March 2015-Domestic Violence.

Domestic violence can include, but is not limited to, the following types of abuse: psychological, emotional, physical, sexual and financial. It also includes what is known as 'honour' based violence, female genital mutilation and forced marriage.

Domestic violence affects people of every class, gender, wealth, geography, age, race, disability and sexuality. The violence can begin at any stage of the relationship and may continue after the relationship has ended. Domestic violence is a pattern of controlling and aggressive behaviour that is intentional and calculated to exercise power and control within a relationship.

If a student discloses they are in an abusive relationship, we have a duty to offer them support, and /or find the relevant organisation that may be able to help them. If the student is a child, the information must be shared with a member of the Designated Safeguarding Team without delay. If the student is an adult, it is important to establish if they have children under 18. If the victim does have young children a referral may need to be made to Children's Social Care, with consent from the parent.

7.7 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and deputy) are aware of contact details and referral routes in to Local Housing Authorities in order to raise and progress concerns at the earliest opportunity.

7.8 Forced Marriage

Forced marriage is different from and should not be confused with, arranged marriage. A student who feels they are likely to be forced to marry someone they do not wish to marry is invariably experiencing some form of abuse such as physical, psychological, financial, sexual and emotional pressure.

If there are concerns that a student may be in this situation, they can be offered support and advice locally as well as details of the Forced Marriage Unit who can offer specialist advice. Confidentiality is extremely important in these circumstances. Whilst establishing the student's situation, staff should try to ascertain the immediate risk the student is in. In all cases, staff must consult with a DSO, either to take action to safeguard or to provide information and advice, given the student's age and understanding. If the student is going overseas imminently it is important to contact the Deputy Designated Safeguarding Lead immediately and to gather as much information as possible from the student.

The student's family should not under any circumstances be contacted without consultation with the Deputy Designated Safeguarding Lead and student. Confidentiality within College is also essential.

7.9 Female Genital Mutilation

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK and staff working within education or health have a duty to report any evidence of Female genital mutilation (FGM).

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. The procedure is traditionally carried out by a woman with no medical training. Anaesthetics and antiseptic treatments are not generally used, and the practice is usually carried out using knives, scissors, and scalpels, pieces of glass or razor blades.

FGM is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. If caught, offenders face a large fine and a prison sentence of up to 14 years. All professionals have a duty to act to safeguard girls at risk of FGM with four key issues to consider:

1. An illegal act being performed on a female, regardless of age
2. The need to safeguard girls and young women at risk of FGM
3. The risk to girls and young women where a relative has undergone FGM
4. Situations where a girl may be removed from the country to undergo FGM.

Victims of Female genital mutilation are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Whilst all staff should speak to the designated safeguarding lead (or 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 or 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.

7.10 Honour-based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

The term "honour-based crime" covers any criminal offence that is driven by a mistaken desire to protect the cultural or traditional beliefs of a family or community. **It may or may not involve violence.** It can include:

- personal attacks of any kind, including physical and sexual violence
- forced marriage

- forced repatriation (sending someone back to a country from which they originate without their consent)
- written or verbal threats or insults
- threatening or abusive phone calls, emails and instant messages

The Police record and investigates all instances of honour-based violence, even in cases where there is only a small amount of information or when a victim has not reported it themselves. They do this so that we can provide more protection that could prevent further abuse or violence or in some cases, forced marriage.

7.11 **Students who may present a risk to other students, including sex offenders and violent offenders**

If a College staff member becomes aware or is concerned that a student who is enrolling or already attending College may have been involved in sexual or violent offences this information needs passing immediately to the Deputy Designated Safeguarding Lead. The Deputy Designated Safeguarding Lead will have the responsibility to contact outside agencies to request further information on a 'need to know' basis and liaise with the College Security and Designated Safeguarding Lead about the action to be taken. The College has a role in rehabilitation of offenders but will assess the risks to other students before making any decisions.

7.12 **Peer-on-peer abuse**

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

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (youth produced sexual imagery);
- Initiation / hazing type violence and rituals.

If a student has reported being abused by another student, College Security and a Designated Safeguarding Officer should be contacted immediately. The student reporting the abuse will be advised to report the matter to the police. In some circumstances the DSO will contact the Police especially if the student reporting the abuse is vulnerable. If the student is under 18 years their parents may be contacted (the student's wishes will be taken into account when deciding this). A serious consideration of immediate suspension of the alleged abuser will be taken whilst an investigation is undertaken.

If the decision is taken not to suspend the student who is the subject of the allegation, a risk assessment will be undertaken and a risk management plan put into place (coordinated by the Deputy Designated Safeguarding Lead). If the police or Children's Social Care or the Adult Protection Unit are undertaking an investigation, it is likely that the College will need to wait for the outcome of this before undertaking a College internal investigation (in some cases this takes several months). The safety of other students must be considered in any disciplinary process. Support should be offered to both the student reporting the abuse and the student who is the subject of the allegation in such situations and judgements should not be formed until the outcome of any investigation.

Safeguarding incidents and/or behaviours can be associated with factors outside the college and / or can occur between children outside the college. All staff, including the designated safeguarding lead (or deputy) will consider the context within such incidents and or / behaviours occur.

7.13 **Child on child sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Any decisions will be made on a case-by-case basis, with the designated safeguarding lead (or deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

Where the College or one of its subcontractors refer a safeguarding concern related to sexual violence to Local Authority children's social care / adult social care and/or the police, the college will, as soon as practicable, inform the ESFA.

7.14 **Sexting**

Sexting generally refers to the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress. 'Sexting' is more common than you may think, and has been found to be commonplace amongst children and young people.

Most young people do not see 'sexting' as a problem and are reluctant to talk to adults about it because they are afraid of being judged or having their phones taken away. It may be common but 'sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary.

7.15 **On Line Safety**

Children and students of all ages need to develop digital literacy skills that help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make when online.

On line safety risks can be summarised under the following three headings:

Content

- Exposure to age-inappropriate material
- Exposure to inaccurate or misleading information
- Exposure to socially unacceptable material, such as that inciting violence, hate or intolerance including extremism and radicalisation
- Exposure to illegal material, such as images of child abuse
- Illegal Downloading of copyrighted materials e.g. music and films

Contact

- Grooming using communication technologies, potentially leading to sexual assault and/or child prostitution
- Bullying via websites, mobile phones or other forms of communication device

Commerce

- Exposure of minors to inappropriate commercial advertising
- Exposure to online gambling services
- Commercial and financial scams

The creation, downloading, distribution and copying of pornographic images of children are child abuse and are criminal offences. They are classed as gross misconduct and will lead to instant dismissal for staff and possible exclusion for students.

If you become aware of the creation, downloading, distribution or copying of pornographic images of children: contact the DST immediately.

Many children have unlimited and unrestricted access to the internet via 3G and 4G and the College has considered carefully how this is managed. In order to reduce the opportunities for negative impact on student learning, the college places a block on a range of social media sites (excluding Facebook), such as WhatsApp, Snapchat, Instagram, Twitter, Musiacl.ly, Live.ly, Tumblr. Access is only permitted before 9.00am, at lunch time 12.00-2.00pm and after 4.30pm. Flickr (used by Media students for their course work) and YouTube (regularly used for teaching materials during lessons) remain unblocked. The College is mindful that this does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. Opportunities to teach safeguarding, including online safety is met through the college's tutorial provision.

Monitoring of Usage

The College believes that the overwhelming majority of staff and students are responsible in their use of ICT resources.

The College will focus on retention of tracking and audit records, and will pursue reports of misuse vigorously. Records are kept only for the purposes of investigating misuse, and are discarded after twelve months, unless a specific investigation is in progress.

The College uses a Sophos Unified Threat Management Gateway that is continually updated via the web, and which alerts the Technology Services Development Manager of any suspicious activity. This software is a preventative measure, as it can prevent access to undesirable websites, as well as a tracking method of access to items on the internet.

Web Filtering

The College employs a web filtering system that contributes to its tracking measures. This records website usage against the registered User ID that is accessing the website, which will

have been pre-classified into a specific category. The categories and website classifications are managed by a third-party organisation and are updated daily. The College can, without warning and when deemed necessary, add or remove categories from our filtering system.

7.16 PREVENT

Introduction

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.

This policy 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 (see below).

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

Equality, Diversity and Community Cohesion

The 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 in 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 schools and colleges and in the wider community.

National Guidance and Strategies

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

Ideology:	respond to the ideological challenge of terrorism and the threat we face from those who promote it.
Individuals:	prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
Institutions:	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.

Vulnerability/Risk Indicators

Vulnerable people are often exploited in a similar way to a person being groomed. Promises are made to them of rewards either materially or by providing a sense of belonging to a group that has similar ideas, which can offer empowerment, glory and confidence.

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

Vulnerability

Identity crisis:	Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
Personal crisis:	Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
Personal circumstances:	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
Unmet aspirations:	Perceptions of injustice; feeling of failure; rejection of civic life.
Criminality:	Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

Access to extremist influences

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence
- Use of closed network groups via electronic media for the purpose of extremist activity

Experiences, behaviours and influences

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion

- History of criminal activity
- Pending a decision on their immigration/national status

More critical risk factors include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

Referral and Intervention Process

Everyone has a role in preventing people from being radicalised and drawn into terrorism. Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to a member of the Designated Safeguarding team immediately and no later than the end of the working day.

If you have a concern about an individual:

NOTICE a significant change in behaviour and use of language or someone expressing extreme political views

CHECK your concern with the college's Prevent SPOC (Single Point of Contact) Catherine Jackson in confidence, and if needed

SHARE by following the college's safeguarding referral procedure, remembering to highlight any radicalisation/ extremism concerns.

Where a young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out (even though parental consent may be withheld), a referral to Children's Social Care should be made in line with the college Child Protection Policy. However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation (as part of the Channel process). As part of the referral process, the designated professional will also raise an electronic North Yorkshire Police Partnership information sharing form and email to Intelligenceunit@northyorkshire.pnn.police.uk

Channel referral process

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The Police Prevent Officer will assess the case according to the Channel Vulnerability Framework and if the individual referred is vulnerable to radicalisation, the case will be referred to the Channel Panel. At this meeting, partners work together to support individuals vulnerable to radicalisation and provide tailored safeguarding measures to support their needs. This support can come from Local Authority, Educational establishments, Healthcare providers, Probation, Police and members of the community. The earlier the Channel intervention, the more likely it is to be effective.

Education and Skills Funding Agency notification

Where the College makes a referral of an individual for the purposes of determining whether that individual should be referred to a panel for the carrying out of an assessment under

section 36 of the Counter-Terrorism and Security Act 2015 of the extent to which that individual is vulnerable to being drawn in to terrorism, the College shall ensure it notifies the ESFA that a referral has been made.

Our Prevent Lead in College is:

Catherine Jackson

Police Prevent Team

Tel: 01609 643580

Email: Prevent@northyorkshire.pnn.police.uk

Safeguarding Referrals

North Yorkshire Customer Resolution Centre

Tel: 01609 870780

Report online terrorist material

Home office website: www.gov.uk/report-terrorism

Useful websites

The national **Prevent Tragedies** website provides advice and guidance aimed at keeping people safe from being drawn into terrorist related activities

www.preventtragedies.co.uk

www.gov.uk/government/publications/prevent-duty-guidance

www.educateagainsthate.com

7.17 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.

The College Designated Teacher must be informed immediately if a student is found to be in care of leaving care and has not yet been identified as such. Any safeguarding concerns can be referred through the college process set out in this document and / or referred directly to the Designated Teacher. The designated teacher will work with local authorities to promote the educational achievement of children who are looked after.

The designated teachers are:

- **Julie Atkins** **07841986008** **Skipton and Aviation Sites**
- **Bev Skaife** **01765 608999** **Ripon Site**

7.18 14-16 year old Students

Where there are students who are under 16 years old and are also enrolled with a secondary school including the Pupil Referral Unit (PRU), the College must liaise with the school to ensure appropriate arrangements are in place to safeguard the child/young person. Where there

is a child protection concern the Deputy Designated Safeguarding Lead must liaise with the school's Designated Safeguarding Lead.

7.19 **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The College recognises the fact that additional barriers can exist when recognising abuse and neglect in this group of children and can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs and
- communication barriers and difficulties in overcoming these barriers;

The College will ensure that staff working with Children with special educational needs (SEN) and disabilities are aware of these barriers and appropriate support will always be offered where cases involve SEN

8. **SAFE RECRUITMENT PROCESS/POLICY/PROCEDURES**

Recruitment practice within the College will follow the guidance under Part 3 of "Keeping Children Safe in Education" Sept 2018. Further details on the safer recruitment process is outlined in the following policies which are located with the Human Resources Department:

- Recruitment, Selection and Induction of staff
- Staff Code of Conduct
- Disclosure, Barring and Verification checks for staff and students
- Disciplinary and Dismissal procedure

8.1 **Managing Allegations against Staff and Volunteers Procedure**

The College has a duty of care to its staff. It is important to ensure the College provides effective support for anyone facing an allegation and provides staff with a named contact should they be suspended. It is essential that any allegation of abuse made against a member of staff at the College is dealt with very quickly, in a fair and consistent way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation.

The Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

Any allegation of abuse made against a member of the college staff will be dealt with under guidelines contained in part 4 of the document "Keeping Children Safe in Education" 2018. Further details are available in appendix 4.

All allegations should be reported to the Principal. Allegations regarding the Principal or Governors should be reported to the Director of Governance. An initial assessment of the

allegation will be made in consultation with the Local Authority Designated Officer (LADO), Susan Crawford on 01609 532152 or 07813 005161.

Where the College or one of its subcontractors refer an allegation of abuse made against a teacher or other member of staff to the Local Authority Designated Officer (LADO) the College will, as soon as practicable, inform the ESFA via email to Enquiries.EFA@education.gov.uk. Such notifications will include a high level summary of the nature of the incident (without sharing information about victims or alleged perpetrators) and confirmation of whether it is, or is scheduled to be, investigated by the Local Authority and/or the police.

Where the College has made a referral or provided information to the Disclosure and Barring Service in compliance with any duties of the College under the Safeguarding Vulnerable Groups Act 2006, the College shall ensure that it informs the ESFA that a referral has been made / information has been provided.

9. **APPENDICES**

- Appendix 1: Advice and Referral
- Appendix 2: Procedures for reporting a safeguarding concern
- Appendix 3: Listening and recording
- Appendix 4: Confidentiality and information sharing
- Appendix 5: Procedure for managing allegations against staff
- Appendix 6: Whistleblowing

APPENDIX 1: ADVICE AND REFERRAL

PREVENTION SERVICE

Area Prevention Managers - West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knaresborough	Rachel Copping	01609 533446

CHILDREN AND FAMILIES' SERVICE

Customer Service Centre 01609 780780

Social.care@northyorks.gov.uk

For advice please ask to speak to a Team Manager in the Customer Service Centre

Emergency Duty Team 01609 780780

NORTH YORKSHIRE POLICE

101

(Ask for the Serious Crime Team in your area)

SAFEGUARDING UNIT

Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby

Susan Crawford 01609 532152 07813 005161

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

Customer Service Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:

Lancashire	0300 123 6720
Bradford	01274 437 500
Leeds	0113 376 0336

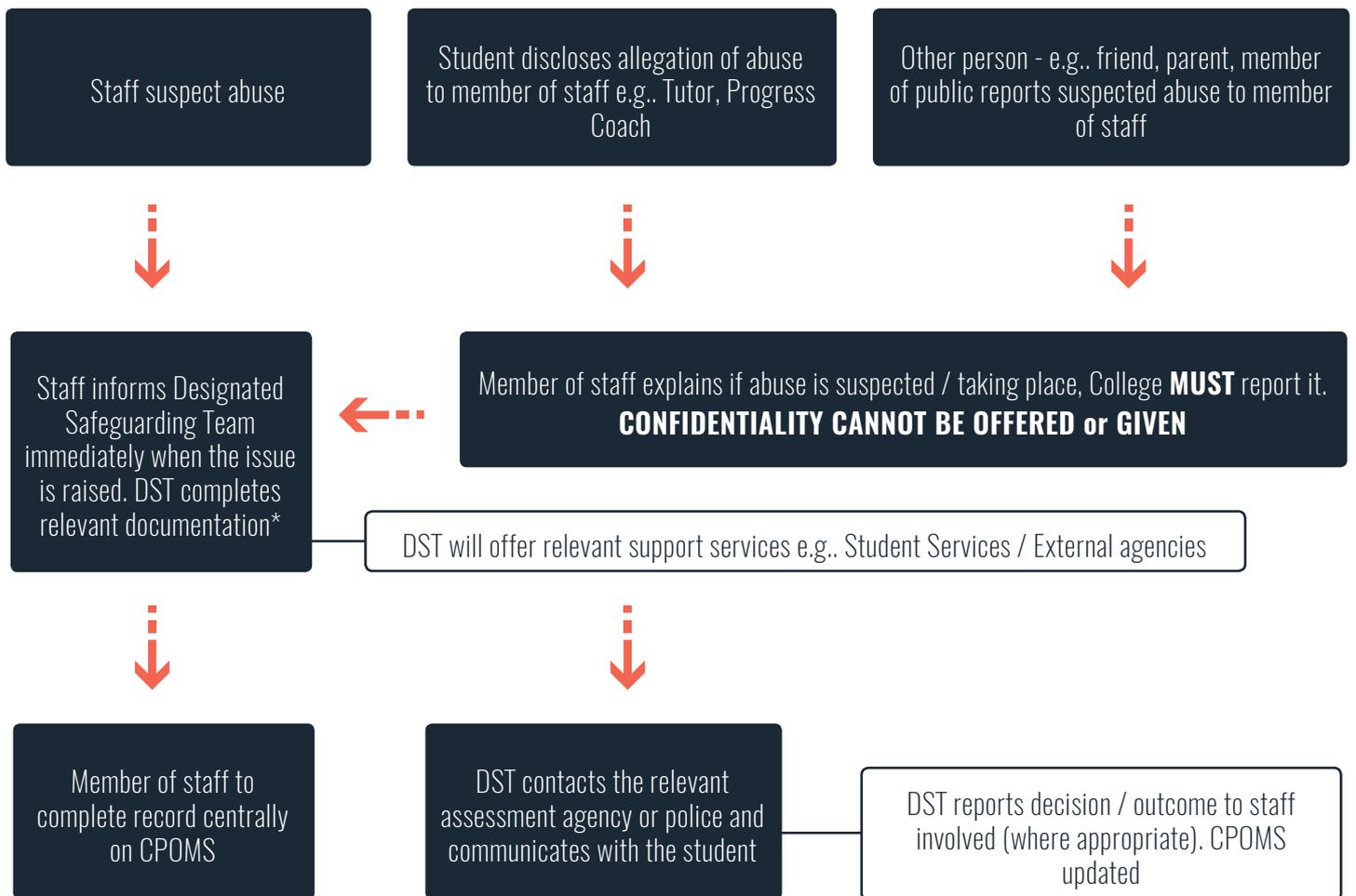
Education and Skills Funding Agency

Enquiries.EFA@education.gov.uk

PROCEDURES FOR REPORTING A SAFEGUARDING CONCERN

CONCERN, DISCLOSURE OR SUSPICION

Physical, Emotional, Sexual Abuse or Neglect. Any form of Abuse or concern. **ANYONE CAN MAKE A REFERRAL**



* In the case of a report involving under 16 school pupils attending College, the DST will liaise with the relevant school DSL and ensure that appropriate arrangements are in place to safeguard the child(ren).

* Referral to Education and Skills Funding Agency (ESFA) as required.

REFERRAL OR ALERT MADE BY MEMBER OF STAFF TO DESIGNATED SAFEGUARDING TEAM

DSL / Deputy DSL Considers

Current concern / incident / events & any historical information

The need to seek further external information / advice

Actions (including discussion with parents as relevant)

Records



Need for Early Help/Support identified

Discuss with DSL/ Mentoring team

Discuss with parents

Agree ongoing mentoring support

Possible referral to external agencies

Possible Channel referral

Record

Monitor and review

Consider referral to Children's Social Care as required

Child Protection/Section 17 or 47 Referral to Children's Social Care

Where it is clear that a child protection referral is necessary then the matter should be reported to Children's Social Care without delay (MAST): **01609 780 780**

Children&families@northyorks.gov.uk
(Including out of hours referral)

Notify police if a crime has been committed

Inform parents (as and when appropriate & in-line with any advice from CSC / Police)

DSL records response from CSC / seeks one where none is received / escalate where unhappy with response

Notify ESFA (safeguarding concern - sexual violence)

Vulnerable Adult concern/Alert

Once it's been established that a vulnerable adult is at risk, the matter should be referred to Adult Social Care Services (MAST)

01609 780 780
social.care@northyorks.gov.uk

Notify the police if the adult is in immediate danger or if a crime has been committed

DSL records response from ASC / seeks one where none is received / escalate where unhappy with response

Notify ESFA (safeguarding concern - sexual violence)

WHO ARE THE DSLs?

LEAD DSL

Stephanie Tinsley

Vice Principal - Curriculum and Quality - Aireville Campus

Catherine Jackson

All Skipton based provision, Aviation and Country Farm Stud

Deputy DSLs

Bev Skaife

Ripon Evolve

Kasha Button

Scarborough

APPENDIX 3: LISTENING AND RECORDING

If a Student Wants to Talk to You or Discloses Possible Abuse

The table below offers staff guidance on how to respond and listen to a student who is worried or who has something difficult to say. Students must be **listened to, taken seriously and heard**, no exceptions! All staff in college should be clear about how to respond appropriately to someone who needs to talk:

Listening	Recording
<ol style="list-style-type: none"> 1. Listen! Keep calm and don't interrupt. Remember to leave space for students to think and respond 2. Do not make [false] promises to the student about confidentiality or keeping 'secrets'. You have no investigative role. Do not engage in 'interviewing' students or 'investigating' possible or suspected abuse. 3. Try and find a quiet area to speak where you will not be interrupted. Do not put them off talking by asking them to meet later. 4. If you <i>have to clarify</i> information, then ask only open questions wherever possible. useful prompts include: "go on ... what happened next ... I see ... tell me more about that ..." 5. Focus on, pick-out and record the facts i.e. who, what, when, where? Don't get embroiled in 'how' or 'why'? 6. Don't judge or react! Avoid displays of shock and keep opinions to yourself as these things may act as barriers to a student who has something sensitive to tell you. 7. 'When was the last time this happened' and 'has this ever happened before' (albeit that this is a closed question) are important things to ascertain. 8. Reassure the student and make clear to them what you need to do now. Be clear about who you are speaking to and when. 	<ol style="list-style-type: none"> 1. It is not advisable to try and complete a full record of the dialogue whilst trying to listen actively and attentively. However, it is a good idea to jot down any key phrases, dates, times etc as soon as possible 2. Records should be succinct, legible, accurate, timed, signed and dated 3. Records should differentiate clearly between fact, opinion, interpretation etc. Ideally, stick to the facts as you understand them and leave it to the investigative agencies to test the hypotheses 4. If children or adults are being quoted, then they must be quoted verbatim. In particular, avoid using other words or adult 'equivalents' for words that children use 5. It is important to record any questions asked i.e. to show that these were not 'leading' 6. The emotional context of the dialogue is important i.e. did the student become distressed at any point or, alternatively, did they speak matter-of-factly about quite distressing things 7. Any repetition is important to note i.e. things that the student repeats – these may be particularly significant. Similarly, gestures are important to describe accurately e.g. which hand / which cheek, 8. Ensure the student is safe in College. Try to ascertain how safe they will be if they leave College or return home.

Write down your conversation as soon as possible, using the student's actual words. Keep your records factual and report the matter to the Designated Safeguarding Team immediately.

Recording Welfare & Child / Vulnerable Adult Protection Concerns

We recognise that accurate and up-to-date record keeping is essential for a number of reasons:

- It helps the college identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding, child or vulnerable adult protection concern becomes clear
- It helps the college to monitor and manage its safeguarding practices
- It helps to evidence robust and effective safeguarding practice in inspections and audits.
- Accurate and specific records are important where there are child / vulnerable adult protection and safeguarding concerns e.g. a chronology of information gathered and action taken

Good record keeping is essential so that if challenged, the college can demonstrate that any decisions are lawfully made and appropriately administered. The college should keep clear and accurate records when a concern or allegation of abuse is made and should note any action taken.

Reports should include:

- Date, time and the name of the people involved in issue
- The exact word used by the person disclosing and no personal judgements or opinions of the person recording the issue
- A description of any physical injuries, including shape, size and colour.
- The name of the person writing the report
- The name of the DST they are passing the report onto
- The date the report is passed to the DST

All information should be:

Accurate - At times, information may be gathered in a stressful situation. However, every effort must be made to ensure accuracy even if this means checking the content of reports more than once.

Factual - The nature and source of information must be captured in a way that clearly shows what is said by whom, what was observed and by whom etc. Hearsay and third party information must be clearly stated as such to prevent any miscommunication of facts.

Ethical - Information should be non-judgemental and non-discriminatory and one way to achieve this is to write with the assumption the people you mention are going to read it. Do not let personal opinions cloud your information!

Timely - Information should be recorded as soon as possible after the event, while it is fresh in your mind in order to ensure all those involved are clear about their roles, responsibilities and actions. Effective recording is integral to safeguarding children and vulnerable adults.

APPENDIX 4: CONFIDENTIALITY AND INFORMATION SHARING

Information sharing is vital in identifying and tackling all forms of abuse. Information about children's welfare may be shared with others outside the college to help keep children safe from harm. We always aim to discuss this with parents or carers before we do so, but this may not always be possible. If this is the case, the law allows us to share this information without asking first. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The DSL will document any information-sharing decisions and action, including follow-up, on CPOM's.

The College has due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively:

- all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.

Further details on information sharing can be found in Chapter one: Working together to safeguarding children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

APPENDIX 5: PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF

Keeping Children Safe in Education (Part four) defines an allegation as follows:

"... all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.**

The definition applies also to vulnerable adults.

It is essential that any allegation of abuse made against any member of staff or volunteer in college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child or vulnerable adult and at the same time supports the person who is the subject of the allegation. As an employer, Craven College has a duty of care to its employees. Therefore, we will ensure that effective support is provided for anyone facing an allegation. Suspension is not an automatic response to an allegation and we will respond proportionately to them in order to manage risk and provide appropriate support.

Reporting and Responding to Allegations

Anyone, including parents or carers, who is concerned about the conduct of a member of school staff or volunteer should report the matter to the Principal. Where there are concerns about the Principal this should be reported to the Chair of Governors.

The college must ensure compliance with the Management of Allegations Policy, KCSIE (2016, Part four) and the NYSCB Procedures:

<http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff>

Local authority Designated Officer:

Susan Crawford

01609 532152

07813 005161

Any in-college processes will be held in abeyance pending the outcome of any external enquiries by police and / or children's or adult's social care.

Education and Skills Funding Agency

The College will, as soon as practicable, inform the ESFA where:

- an allegation of abuse made against a teacher or other member of staff is referred to the Local Authority Designated Officer (LADO).
- A referral or information is provided to the Disclosure and Barring Service in compliance with any duties under the Safeguarding Vulnerable Groups Act 2006.

MANAGING ALLEGATIONS AGAINST STAFF

IT IS ALLEGED THAT A member of staff or volunteer in College has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children



CONFIDENTIALITY REMINDER

Report to Principal who acts as Case Manager (or Chair of Governors if Allegation is against the Principal)

Case manager begins timeline / record and ensures any immediate risk managed

Immediately discuss the allegation with the local authority Designated Officer (LADO) to agree the nature, content and context of the allegation and establish whether LADO notification and / or children's social care / police referral is required (Local authority Designated Officer: Susan Crawford; 01609 532152, 07813 005161)

Refer to ESFA

Case Manager gathers any additional information as advised by LADO



CONFIDENTIALITY REMINDER

The Management of Allegations Against Staff

Refer to Keeping Children Safe in Education (Part 4)

No further action / College action

Update and proceed with any in-college action

Appropriate support for all

Case Manager records, including formal record on HR file

Consider learning, share with HR, staff and parents as appropriate



or

Case Manager completes LADO notification and ensures any onward consultation / referral(s) to children's social care and Police

Discuss with HR



Back to College for internal action

Strategy meeting

Manage confidentiality and any media issues

Police enquiries

Section 47 (child)

Malicious

False

Unsubstantial

Substantiated

Once external enquiries and processes have run their course

In-college action completed, including DBS referral in line with KCSIE (part four, para.191) where appropriate

DBS referrals under Safeguarding Vulnerable Groups Act 2006 - ESFA to be informed.

APPENDIX 6: WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the college's safeguarding regime and that such concerns will be taken seriously by the senior management team. A whistle-blowing policy is in place and such concerns can and should be raised with:

- i) The Principal in the first instance; or
- ii) The Chair of Governors and/or Safeguarding Governor

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are open to them:

General guidance can be found at [Advice on whistleblowing](#)

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally.

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

Appendix 7

Out of hours emergency safeguarding contacts

Life threatening situation:

- Ring for an ambulance and/or contact the police on 999 or 101 non-emergency

Worried about a child?

The [North Yorkshire Children Safeguarding Board \(NYCSB\)](#) website provides important safeguarding information for the public, children, young people, parents, carers, school staff and other professionals.

Where you have urgent concerns regarding a child or young person's mental health, please call:

- **Bradford, Airedale, Wharfedale and Craven - 01274 221181**, 7 days a week, 24 hours - [First response](#)
- **Harrogate and Ripon - 01423 544335**, 7 days a week
- **Scarborough and Ryedale - 01723 346502**, 7 days a week, 10am-10pm
- **Leeds – 0808 800 1212**. Connect is a telephone helpline open 6pm-2am every night of the year for people living in Leeds.

For urgent Safeguarding concerns within North Yorkshire please call the Contact Resolution Centre on **01609 780780**.

Customer Service Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:

- Lancashire Call Care Connect on **0300 123 6720** (8am - 8pm) or out of hours 0300 123 6722 (8pm - 8am)
- Bradford **01274 431010** – Children's Social Care Emergency Duty Team
- Leeds **0113 376 0469** – Children's Emergency Duty Team

Alternative Local Authority Out of Hours Social Care number:

You can find these by putting in the postcode of where the student lives [here](#).