

Safeguarding Children and Vulnerable Adults Policy, Procedure and Guidance

Protection for All Students and All Staff

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Safeguarding Children and Vulnerable Adults Policy, Procedure and Guidance

1. Introduction

Craven College is fully committed to the safety and well-being of students, staff and those who have direct links with the organisation including 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.

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 British Values and enabling our learners to challenge extremist views.

2. 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. Responsibility

- The Student Services Manager has overall responsibility for this policy.
- Governors must ensure that they comply with their duties under legislation, ensuring that policies, procedures and training in the college are effective and comply with the law at all times.
- An appropriate senior member of staff, from the college leadership team, is appointed to the role of designated safeguarding lead. This can be delegated to appropriately trained deputies, however, the ultimate lead responsibility for safeguarding and child protection, remains with the designated safeguarding lead.
- 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 have Safeguarding responsibility. If staff have **any concerns** about a child or vulnerable adult'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.
- The designated safeguarding lead and any deputies liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

4. Legislation

This policy and procedures have been written and implemented in-line with the safeguarding and child protection procedures established by North Yorkshire Safeguarding Children Partnership (NYSCP) (www.safeguardingchildren.co.uk).

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).

- Working Together to Safeguard Children HM Government (2018)
- Keeping Children Safe in Education (KCSIE) DfE (2021)
- What to do if you're worried a child is being abused (2015)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Counter Terrorism and Security Act 2015 (inc. the 'Prevent Duty' 2019)
- Modern Slavery Act 2015
- Care Act 2014
- Disqualification under the Childcare Act 2006 (2015)
- Mental Capacity Act 2005
- Care and Support statutory guidance 2018
- Human Rights Act 1998

5. Definitions

Children

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

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.

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" (2021) defines safeguarding and promoting welfare as:

- Protecting children from maltreatment;
- 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; 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.

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.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding team.

Specific forms of abuse

All college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Annex A of Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues.

[Keeping children safe in education 2021](#)

College staff can access further guidance in **Appendix 1** of the document.

Safeguarding Children and Vulnerable Adults Policy, Procedure and Guidance

1) Introduction

Craven College is fully committed to Safeguarding and Promoting the Welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at College, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

The following procedures detail how the objectives of the Safeguarding Children and Vulnerable Adults Policy will be met and identifies:

1. Key Processes
2. Roles and Responsibilities
3. Objectives
4. Communication
5. Implementation
6. Monitoring
7. Reporting
8. Assessment of Impact
9. Continuous Improvement
10. Associated Documentation

2) Key Processes

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 2021*; statutory guidance [Working Together to Safeguarding Children](#); departmental advice [What to do if you are worried a child is being abused](#) and departmental advice [Sexual violence and sexual harassment between children in schools and colleges](#)

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. **All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.**

- 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.
- 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 and Scarborough based provision and Aviation Academy:

Deputy Designated Safeguarding Lead & Student Services Manager

Catherine Jackson Tel: 07921214115

Safeguarding Officers:

Mandy Taylor Tel: 07921743706

Amanda Beck Tel: 07769165523

Julie Atkins Tel: 07841986008

Katie Fox Tel: 07921214113

Email: staysafe@craven-college.ac.uk

Ripon Evolve:

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

Bev Skaife Tel: 01765 608999

Designated Safeguarding Lead & Vice Principal - Curriculum and Quality

Anita Lall Tel: 07545 647 038

- 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

<https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/>

- Contact details can be found here of other local children's social care team (Local Authority) to report your concern.
- 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.

- 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 abuse.

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.

Key Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer-on-peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. Abuse is abuse and should never be tolerated. Downplaying certain behaviours such as dismissing sexual harassment as "banter", "just having a laugh" or "part of growing up" can

lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst cases a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Physical abuse such as hitting, kicking, shaking, biting, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Abuse in intimate personal relationships between peers;
- 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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person in to a group and may also include an online element);
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The College will take any concerns of this nature very seriously and these should be raised and dealt with in the same way as any other concerns, directly with the Safeguarding team.

The Designated Safeguarding lead will ensure that:

- Procedures to minimise the risk of peer on peer abuse are in place and clear to all staff;
- Staff are aware of how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- There are clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;

Appendix 2 of the College Safeguarding Policy provides a clear set of guidelines to staff

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from 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 also indicate that children

have been approached by, or are involved with, individuals associated with criminal networks or gangs. 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](#)

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](#)

Female Genital Mutilation

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 tutors. If a tutor, 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 tutor must report this to the police.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside the college. All staff, but especially the designated safeguarding lead (and deputies) consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Children's social care assessments should consider such factors so it is important that the college provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

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 |

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact that a child has a social worker and the Designated Safeguarding Team will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will inform decisions around safeguarding (responding to unauthorised absence or missing education) and about promoting welfare through the provision of pastoral and/or academic support alongside action by statutory services.

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.

Mental Health

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. Where children have suffered abuse and neglect, or other potentially traumatic childhood experiences, this can have a lasting impact throughout childhood, adolescence and in to adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, follow the child protection policy and speak to the designated safeguarding team.

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.

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.

SAFE RECRUITMENT PROCESS/POLICY/PROCEDURES

Recruitment practice within the College will follow the guidance under Part 3 of “Keeping Children Safe in Education” **Sept 2021**. 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

Managing Allegations against Staff (including supply 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 (including supply staff and volunteers) that indicate they would pose a risk of harm to children will be dealt with under guidelines contained in part 4 of the document “Keeping Children Safe in Education” **2021**. Further details are available in **appendix 4**.

All allegations should be reported to the Principal. Allegations regarding the Principal of 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.

PREVENT

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 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).

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.

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 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 safeguarding team 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

For further information and links to key documents see:
<http://cyps.northyorks.gov.uk/prevent>

North Yorkshire Community Safety Partnership [Working with Individuals Vulnerable to Extremism in Education Settings \(Practice Guidance\)](#)

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

Online Safety

As colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the Governing Corporation should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies their children safe online is provided in Annex D of KCSiE.

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.

3) Roles and Responsibilities

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 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.

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.

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 role is described in Keeping Children Safe in Education 2021 Annex B. [Keeping children safe in education 2021](#)

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

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 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 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, **sexual or criminal** 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.
 - Is at risk of "honour" based abuse such as Female Genital Mutilation or Forced Marriage;
 - Has a family member in prison, or is affected by parental offending;
 - Is persistently absent from education, including persistent absences for part of the college day.
- 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.

Multi-agency working

The North Yorkshire Safeguarding Children Partnership (NYSCP) undertakes the work of the formerly North Yorkshire Children's Trust and North Yorkshire Safeguarding Children Board with the aim to ensure all children in North Yorkshire are safe, happy, healthy and achieving. The college has a pivotal role to play in multi-agency safeguarding arrangements NYSCP, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

Craven College is under a statutory duty to co-operate with the published arrangements and will continue to work with North Yorkshire County Council, Health, the police and other services to promote the welfare of children and protect them from harm. Further details can be found at: [NYSCP-Partnership](#).

The designated safeguarding team liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. [NSPCC - When to call the police](#) provides further guidance regarding when to call the police and what to expect.

4) Objectives

The purpose of the Safeguarding Children and Vulnerable Adults policy is:

- 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 Intention of this policy is to ensure that all staff, volunteers and stakeholders:

- Gain a basic knowledge of child abuse and neglect
- Know how to recognise signs and symptoms of abuse
- Be able to listen to and support children and vulnerable adults who are in need of protection
- Know how to respond if there are concerns
- Have knowledge on legislation, national and local policies relating to abuse
- Identify the Designated Safeguarding Team at the College
- Recognise how to record concerns appropriately
- Be aware of child protection concerns in specific circumstances
- Know how to recognise and report unsafe practices

5) Communication

The following principles are fundamental to the communication of the Safeguarding children and vulnerable adults policy:

1. The policy will be published on a standardised template
2. The policy will be reviewed by the Student Services Manager, before being escalated to the SMT for approval.
3. The policy is to be referred to the Board of Governors for ratification
4. All staff have a legal responsibility to ensure they undertake training, are aware of their responsibilities, know when it is appropriate to refer to a safeguarding lead and exemplify the core values through their practice.
5. The strategy will be published on the intranet, Moodle, website

6) Implementation

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:

- the Safeguarding Children and Vulnerable Adults Policy
- Student behaviour and disciplinary policy
- the staff code of conduct
- the safeguarding response to children who go missing from education; and
- 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 1 **2021**. 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 and vulnerable adults effectively.

All staff will complete the Education and Training Foundation Safeguarding in FE Training course and Prevent duty awareness raising modules.

Prevent Training will be aligned to roles within the college as per the following areas:

- Prevent for governors and board members
- Prevent for leaders and managers
- Prevent for support staff
- Prevent for subcontractors
- Prevent for practitioners

The training can be found here: [PREVENT TRAINING](#)

All staff will complete Safeguarding in the FE and training sector which can be found here: [Safeguarding in the FE and training sector](#)

The training is designed to support all staff, whatever their role within the Further Education and Training sector and by the end of the course, staff will be able to:

- understand the purpose of safeguarding
- understand the importance of an effective co-ordinated approach to safeguarding
- identify and understand specific safeguarding issues
- gain practical guidance on how to spot potential safeguarding issues and what their role and responsibilities are
- identify some of the digital safeguarding risks
- improve their knowledge of the subject as a whole.

All staff will log to confirm that they have completed the training on SelectHR.

7) Monitoring

This policy and procedure will be audited and reviewed for compliance and against targets.

1. Compliance with mandatory safeguarding training:
 - a. KCSIE part 1
 - b. Child Protection general awareness
 - c. Prevent general awareness
2. Annual report to the Compliance committee
3. Formal complaints and disclosures
4. Individual case work (whilst maintaining confidentiality) including referrals, external agency work
5. Monitoring of ICT usage
6. Risk assessment and Risk register

8) Reporting

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

9) Assessment of Impact

1. To ensure that the College is discharging its duties under safeguarding and the Prevent Duty legislation
2. To ensure that the policies, procedures and training at the College are effective and comply with the law at all times.

10) Continuous Improvement

- An annual risk assessment to identify the levels of risk proportionate to the College and associated action plan

- An annual review of College policies and procedures to ensure their currency and ensure that procedures are being carried out.

11) Associated Documentation

1. Bullying and Harassment policy
2. College Charter
3. Acceptable Use of IT Policy
4. Recruitment and Selection procedures
5. Disclosure and Barring Service
6. Staff code of conduct
7. Trips and visits policy
8. Health and safety policy

APPENDICES

- | | |
|-------------|--|
| Appendix 1: | Specific forms of abuse |
| Appendix 2: | Peer on Peer abuse |
| Appendix 3: | Advice and Referral |
| Appendix 4: | Procedures for reporting a safeguarding concern |
| Appendix 5: | Listening and recording |
| Appendix 6: | Confidentiality and information sharing |
| Appendix 7: | Procedure for managing allegations against staff |
| Appendix 8: | Whistleblowing |

APPENDIX 1: SPECIFIC FORMS OF ABUSE

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.

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.

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.

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.

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.

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.

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.

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.

Domestic Abuse:

Domestic violence also known as domestic abuse is defined as:

“Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual, financial; and emotional.

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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

Operation Encompass: where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247. Advice is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse](#)

NYSCP guidance is also available:

<https://www.safeguardingchildren.co.uk/Resources/practice-guidance-domestic-abuse/>

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

Children and the court system

Children are sometimes required to give evidence in criminal court, 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.

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 from 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.

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.

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.

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.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Advice for college's 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](#)

MACE (Multi-Agency Child Exploitation):

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see [here](#) and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see [here](#). MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email MACE@northyorks.gov.uk. The NYSCP MACE Practice guidance can be found on the NYSCP website [here](#).

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.

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.

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.

Honour-based abuse (Including Female Genital Mutilation and Forced Marriage)

Honour based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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 abuse 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 abuse, 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.

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.

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.

On Line Safety

The use of technology has become a significant component of many safeguarding issues. Craven College provides an effective approach to online safety through educating the college community in their use of technology and through establishing mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, **racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.**

Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying; and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or 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. Opportunities to teach safeguarding, including online safety is met through the college's tutorial provision.

APPENDIX 2: PEER ON PEER ABUSE

1. Purpose and content

The purpose of this appendix of the College Safeguarding Policy is to provide a clear set of guidelines to staff regarding the actions they must take if they become aware that a learner is at risk of abuse from peers including through bullying, cyber-bullying, sexting, sexual violence, upskirting and sexual harassment.

2. Definitions

The key terms in this document are defined as:

- **Peer:** A person of similar age
- **Child:** Those under the age of eighteen
- **Vulnerable Adult:** For the purpose of safeguarding, and the College duty of care, a vulnerable adult is defined as any adult considered to be at risk
- **Education and Health Care Plan (EHCP):** From September 2014 EHCPs began to replace Statements of special educational needs and Learning Difficulty Assessments from those under the age of 25. An EHCP outlines information about the person including how they communicate, what support they need and what they would like to achieve
- **Bullying:** Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless. Bullying can take many forms, including:
 - Verbal: e.g. name calling, sarcasm, threatening & teasing
 - Physical: e.g. pushing, hitting, kicking, punching or any use of physical aggressive contact
 - Social: e.g. ignoring, spreading rumours or treating someone like an outsider
 - Psychological: e.g. stalking & intimidation
- **Cyber-bullying:** 'Virtual' bullying using technology (e.g. chat rooms, instant messaging, email & mobile phone) which can occur in or outside College. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, as people can forward on content very quickly and easily.
- **Sharing nudes and semi-nudes** mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Creating and sharing sexual photos and videos of under-18s, including selfies, is illegal.
- **Harassment:** Any conduct which is unwanted by a learner, which affects the dignity of the learner or group of learners in the College. Harassment may be repetitive or an isolated occurrence against one or more learners
- **Up skirting:** Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Since April 2019 Up skirting has been a criminal offence - Under the Voyeurism Act, up skirting offenders can now be arrested, face up to 2 years in prison and have their name placed on the sex offenders register if caught up skirting. This includes instances where culprits say the images were taken just for a laugh.
- **Sexual Harassment:** Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline **and both inside and outside of college**. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them

feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include;

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual and non-consensual sharing of nude and semi-nude images and videos (Advice for education settings can be found at: [UKCIS Sharing nudes and semi-nudes](#));
 - Sharing of unwanted explicit content;
 - Upskirting (a criminal offence)
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media;
 - Sexual exploitation; coercion and threats.

Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

- **Sexual Violence:** Under the Sexual Offences Act 2003 sexual violence is described as;
 - **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault).
 - **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

3. What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone

consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape.

4. External guidance

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching) and emotional abuse (including bullying). Department for Education (DfE) September 2021: Keeping Children Safe in Education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up.'

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the College to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities).

Bullying (including cyber-bullying) can be involved in any type of abuse and is often motivated by prejudice or ignorance due to actual or perceived differences between people or groups or people. People who are lesbian, gay, bisexual or transgender (LGBT), those from minority ethnic groups, or those with disabilities and/or learning difficulties can be more vulnerable to this form of abuse and the College takes it duty to protect more vulnerable learners very seriously.

Peer on peer abuse should be addressed as a child or vulnerable adult protection concern when there is reasonable cause to suspect that a child or vulnerable adult is suffering, or is likely to suffer, significant harm.

5. Actions

The following actions must be taken by all staff:

- All staff and learners have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken
- Staff must ensure ground rules are set in induction and that learners are made aware of the importance of adhering to fundamental British values, what constitutes abuse (including bullying, cyber-bullying, prejudice-based and discriminatory

- bullying) and how any incidents of abuse will be addressed through the Student Disciplinary policy
- Progress Coaches for under 18s, and those under the age of 25 in receipt of an EHCP and/or high needs funding, must ensure learners understand how to stay safe from abuse through the mandatory tutorial programme (healthy and respectful relationships, respectful behaviours, what consent is, gender equality, what bullying is, how to keep safe online, prejudiced behaviour, self esteem, gender roles and stereotyping).
 - Staff receiving reports of abuse, including incidents that take place off college premises, must take appropriate action to follow up all allegations/incidents and trigger an investigation which will be managed in line with the Student Disciplinary Procedure. Sanctions against perpetrators may include suspension whilst an investigation takes place and permanent exclusion
 - All staff involved must carefully consider the potential impact of the abuse on both the perpetrator/s and the victim/s and refer those involved for additional support from the safeguarding team as appropriate. All concerns must be referred to a Designated Safeguarding Team.
 - The Designated Safeguarding team will consider referring learners and their parents/carers to other agencies where appropriate. This may include referral for counselling and to the police as although some types of abuse (e.g. bullying) may not be a specific criminal offence in the UK, some types of harassing or threatening behaviour could be a criminal offence (e.g. under the Protection from Harassment Act 1997)
 - All allegations/incidents must be recorded and learners involved told what is being recorded, in what context, and why

6. Allegations of Sexual violence and sexual harassment between peers

Sexual violence and sexual harassment can occur between two children of any gender or age. 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 and will be exacerbated if the alleged perpetrator(s) attends the same college. 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.

7. Receiving a report

College staff will ensure that any report of peer on peer sexual violence or sexual harassment will be handled with sensitivity and in the same manner as any safeguarding referral re confidentiality and note taking. Where possible, two members of staff will be present at the time of the report/disclosure, including a Designated Safeguarding Officer.

Where the report includes an “online” element, staff will follow the UKCCIS guidance on sexting and images.

8. Risk assessment

When there has been a report of sexual violence, the Designated Safeguarding Officer (DSO) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at College, especially any actions that are appropriate to protect them;

Risk assessments will be recorded on CPOMs and should be kept under review. At all times the college should be actively considering the risks posed to all the students and putting adequate measures in place to protect them and keep them safe.

The DSO will ensure they are engaging with children’s social care and specialist services as required.

9. Considerations

The DSO will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s) including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- Are there ongoing risks to the victim, other students or college staff;
- Other related issues and wider context, including contextual safeguarding considerations.
- Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/ impacted).

10. Managing reports

It is important to consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, the DSO should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, the DSO will take immediate action to safeguard children where required. There are four likely scenarios for college to consider when managing any reports of sexual violence and/or sexual harassment.

- Manage internally
- Early help

- Referrals to children's social care
- Reporting to the Police

Further guidance, including guidance on managing the college position during any criminal investigation and how to continue to safeguard the alleged victim and alleged perpetrator on an ongoing basis (e.g. if in the same class) can be obtained at: [Sexual violence and sexual harassment between children in schools and colleges.](#)

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.

11. Useful contacts

- Dedicated NSPCC Helpline – victims of abuse in schools – 0800 136 663
- NSPCC [Harmful Sexual Behaviour](#)
- ChildLine 0800 500 / www.childline.org.uk
- Kidscape www.kidscape.org.uk
- Anti-Bullying Alliance www.antibullyingalliance.org
- Bullying UK www.bullyinguk.org.uk
- [Brook Sexual Behaviours Traffic Light Tool](#)

APPENDIX 3: ADVICE AND REFERRAL

PREVENTION SERVICE

Early Help East

Scarborough, Whitby, Ryedale 01609 534852

Early Help West

Harrogate, Craven, Knaresborough, Ripon 01609 534842

Early Help Central

Hambleton, Richmondshire, Selby 01609 534829

Advice and Referral

Customer Resolution Centre 01609 780780

For advice please ask to speak to a social worker in the MAST

Children&familites@northyorks.gov.uk

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

The [online tool](#) directs to the relevant local children's social care contact number.

Education and Skills Funding Agency

Enquiries.EFA@education.gov.uk

APPENDIX 4: PROCEDURES FOR REPORTING A SAFEGUARDING CONCERN

See flow charts

APPENDIX 5: 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</i> to <i>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 6: 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'. Schools and Colleges should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools and colleges can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.
- 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](#). The [Data protection: toolkit for schools](#) provides guidance to support schools with data protection activity, including compliance with the GDPR.

APPENDIX 7: PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF

Keeping Children Safe in Education (Part four) covers the two levels of allegation/concern:

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold – referred to as “low level concerns.”

Allegations that may meet the harms threshold

This guidance should be followed where it is alleged that anyone working in a school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors 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 and/or;**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

It is essential that any allegation of abuse made against any member of staff, supply teacher 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 (2021, 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.

Concerns that do not meet the harm threshold (Low level)

Craven College promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the College (including supply teachers, volunteers and contractors are dealt with promptly and appropriately.

The term “low-level” concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold. The staff code of conduct policy ensures:

- 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;
- Empower staff to share any low level safeguarding concerns;
- 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; and
- Helping identify any weakness in the college's safeguarding system.

All low level concerns will be recorded in writing including the details of the concern, the context in which the concern arose and the action taken. Records will be held confidentially within Human Resources Department. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of behaviour is identified the college will decide on the course of action, either through the disciplinary procedure or if a behaviour moves from a concern to meeting the harms threshold, this will be referred to the LADO.

APPENDIX 8: 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