

# High Tunstall College of Science



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## Child Protection and Safeguarding Policy

Revised	-	March 2021
Stakeholder Consulted	-	Admissions and Safeguarding Committee
Review Date	-	September 2021
Responsibility for Review	-	Safeguarding Lead and Headteacher

### **Important coronavirus (COVID-19) update**

This policy has been updated in line with the current guidance from the UK government. We have included [Appendix D](#) which provides detailed safeguarding considerations for the current circumstances. Please have due regard for the stipulations within this amendment during national lockdown. Once students return to college full time, please refer to the provisions within the main body of this policy.

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## Statement of intent

High Tunstall College of Science is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside of the college premises. We implement a whole-college preventative approach to managing safeguarding concerns, ensuring that the wellbeing of students is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching students how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any student that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The College's designated safeguarding lead is: Claire Wood, Assistant Headteacher.

In the absence of the designated safeguarding lead, child protection matters will be dealt with by: Mark Tilling, Fiona Stobbs and Nichola Benson (Deputy Designated Safeguarding staff)

## Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called '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, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in

		institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equalities Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and

		volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## 1. Definitions

- 1.1 The terms “**children**” and “**child**” refer to anyone under the age of 18.
- 1.2 For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
  - Protecting students from maltreatment.
  - Preventing the impairment of students' mental and physical health or development.
  - Ensuring that students grow up in circumstances consistent with the provision of safe and effective care.
  - Taking action to enable all students to have the best outcomes.
- 1.3 For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:
  - Using sexually explicit words and phrases
  - Inappropriate touching
  - Sexual violence or threats
  - Full penetrative sex with other children or adults
- 1.4 In accordance with the DfE's guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.5 For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 1.6 For the purposes of this policy, “**upskirting**” refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both students and teachers), and any gender, can be a victim of upskirting.
- 1.7 For the purposes of this policy, “**sexting**” is defined as the sharing between students of sexually explicit content, including indecent imagery.
- 1.8 For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:
  - Nude or semi-nude sexual posing
  - A child touching themselves in a sexual way
  - Any sexual activity involving a child
  - Someone hurting a child sexually
  - Sexual activity that involves animals

- 1.9 The term “**teaching role**” is defined as planning and preparing lessons and courses for students; delivering lessons to students; assessing the development, progress and attainment of students; and reporting on the development, progress and attainment of students. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

The college will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to
  - Ensure that all students know where there is an adult in College whom they can approach if they are worried or if they are in difficulty
  - Include in the curriculum opportunities for PSCHE which equip students with the skills they need to stay safe from harm and to know to whom they should turn to for help.
- 1.10 For the purpose of this policy, “**peer-on-peer**” abuse is defined as abuse between children. This can include, but is not limited to the following:
- Abuse within intimate partner relationships
  - Bullying (including cyberbullying)
  - Sexual violence and sexual harassment
  - Physical abuse and physical harm
  - Sexting
  - Initiation/hazing-type violence and rituals

## **2. Legal framework**

- 2.1 This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

### **Legislation**

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

### **Statutory guidance**

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2020) 'Keeping children safe in education' (updated 2021)
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### **Non-statutory guidance**

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

2.2 Other relevant College policies include:

- Extremism and Anti-Radicalisation Policy
- Allegations of Abuse Against Staff Policy
- Behaviour Principles Written Statement
- Staff Code of Conduct
- Data Protection Policy
- Anti-Bullying Policy
- E-Safety Policy
- Data and E-Security Breach Prevention and Management Plan

## **3. Roles and responsibilities**

3.1 The governing body has a duty to:

- Ensure that the College complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the college are effective and comply with the law at all times.
- Guarantee that the college contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.

- Confirm that the college's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the college's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the Senior Leadership Team to the role of Designated Safeguarding Lead (DSL) as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the college's local safeguarding arrangements, including the governing body itself, the SLT and DSL.
- Make sure that students are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support students to be themselves at college, e.g. if they are LGBTQ+.
- Ensure the college has clear systems and processes in place for identifying possible mental health problems in students, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.

- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle students' allegations against other students.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of students and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that students' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual students.
- Guarantee that there are systems in place for students to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the student premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the student's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for students who go missing from college, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

### 3.2 The headteacher has a duty to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, online safety training, and the identity of the DSL and any deputies.

### 3.3 The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) [guidance](#).
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how Hartlepool Social Care conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the college's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Record any concerns and subsequent actions on CPOMS.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the college's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the college's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the college may make referrals for suspected cases of abuse or neglect, as well as the role the college plays in these referrals.
- Ensure the best educational outcomes by identifying at-risk students to the college and its staff, so that the relevant personnel understand each student's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk students may face and the additional academic support and adjustments they can make to support these students.
- Link with Hartlepool SCP to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a student's child protection file is copied when transferring to a new school.
- Hold details of the Education Officer in the HUB and liaise with them as necessary
- Be available at all times during college hours to discuss any safeguarding concerns. NB. The college will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.
- Promote the educational achievement of LAC and previously LAC, and for students who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

#### 3.4 Other staff members have a responsibility to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which students can learn.
- Act in accordance with college procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.

- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Record and concerns and subsequent actions on CPOMS.
- Make a referral to the HUB (social care) and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the College procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

#### **4. Inter-agency working**

- 4.1 The College contributes to inter-agency working as part of its statutory duty.
- 4.2 The College is aware of and will follow the local safeguarding arrangements.
- 4.3 The College will work with CSCS, the police, health services and other services to protect the welfare of its students, through the early help process and by contributing to inter-agency plans to provide additional support.
- 4.4 Where a need for early help is identified, the college will allow access for CSCS from Hartlepool Local Authority and, where appropriate, a placing Local Authority, for that Local Authority to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- 4.5 The college recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet students' needs and identify any need for early help.

- 4.6 Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on colleges to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the student being placed at risk of harm.
- 4.7 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of students.
- 4.8 If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- 4.9 The College also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

## **5. Abuse and neglect**

- 5.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- 5.2 All staff, especially the DSL and their deputies, will be aware that students can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).
- 5.3 All staff members will be aware of the indicators of abuse and the appropriate action to take following a student being identified as at potential risk of abuse or neglect.
- 5.4 When identifying students at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
  - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
  - Lack of concentration and acting withdrawn
  - Knowledge ahead of their age, e.g. sexual knowledge.
  - Use of explicit language
  - Fear of abandonment
  - Depression and low self-esteem
- 5.5 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- 5.6 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in [section 31](#) of this policy.
- 5.7 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put students in danger.

- 5.8 Staff members will be aware of the effects of a student witnessing an incident of abuse, such as witnessing domestic violence at home.

## 6. Types of abuse and neglect

- 6.1 **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.
- 6.2 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- 6.3 **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 6.4 **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 6.5 **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

## 7. Female Genital Mutilation (FGM)

- 7.1 For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 7.2 The college's procedures relating to managing cases of FGM and protecting students will reflect multi-agency working arrangements.
- 7.3 FGM is considered a form of abuse in the UK and is illegal.
- 7.4 All staff will be alert to the possibility of a student being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at

risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

- 7.5 Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a student under the age of 18. Teachers failing to report such cases will face disciplinary action. **NB.** The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
- 7.6 There are a range of potential indicators that a student may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the student.
- 7.7 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the student may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
- 7.8 Indicators that may show a heightened risk of FGM include the following:
  - The socio-economic position of the family and their level of integration into UK society
  - Any girl with a mother or sister who has been subjected to FGM
  - Any girl withdrawn from PSHE
- 7.9 Indicators that may show FGM could take place soon include the following:
  - When a female family elder is visiting from a country of origin
  - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
  - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
  - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- 7.10 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 7.11 Indicators that FGM may have already taken place include the following:
  - Difficulty walking, sitting or standing
  - Spending longer than normal in the bathroom or toilet
  - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
  - Prolonged or repeated absences from college followed by withdrawal or depression
  - Reluctance to undergo normal medical examinations
  - Asking for help, but not being explicit about the problem due to embarrassment or fear

- 7.12 Teachers will not examine students, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.
- 7.13 FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- 7.14 All forms of HBA are forms of abuse and will be treated and escalated as such.
- 7.15 Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

## 8. Forced marriage

- 8.1 For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.
- 8.2 As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
  - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
  - Displaying a sudden decline in their educational performance, aspirations or motivation
  - Regularly being absent from college
  - Displaying a decline in punctuality
  - An obvious family history of older siblings leaving education early and marrying early
- 8.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to Hartlepool Social Care, the Police or the Forced Marriage Unit.

## 9. Child sexual exploitation (CSE)

- 9.1 For the purpose of this policy, **"child sexual exploitation"** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

9.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

9.3 The college has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

#### **Identifying cases**

9.4 College staff members are aware of and look for the key indicators of CSE; these are as follows:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

Other indicators outlined in 10.3 may also be signs that a child is a victim of CSE

#### **Referring cases**

9.5 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to Hartlepool Social Care.

#### **Support**

9.6 The Hartlepool Social Care and all other necessary authorities will then handle the matter to conclusion. The college will cooperate as needed.

## **10. Child criminal exploitation (CCE)**

10.1 For the purpose of this policy, “**child criminal exploitation**” is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

10.2 CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

#### **Identifying cases**

10.3 College staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions

- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing college or education or not taking part

## **11. Mental health**

- 11.1 All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering abuse, neglect or exploitation.
- 11.2 Staff will not attempt to make a diagnosis of mental health problems – the college will ensure this is done by a trained mental health professional.
- 11.3 Staff will be encouraged to identify students whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.
- 11.4 Staff who have a mental health concern about a student that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.
- 11.5 The college will access a range of advice to help them identify students in need of additional mental health support, including working with external agencies.

## **12. Sexting and the sharing of indecent images of students**

- 12.1 The college will ensure that staff are aware to treat the sharing of indecent images of students through sexting as a safeguarding concern.
- 12.2 Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the student, and sexual behaviour that is inappropriate and harmful.
- 12.3 Staff will receive appropriate training around how to deal with instances of sexting in the college community, including understanding motivations, assessing risks posed to students depicted in the images, and how and when to report instances of sexting.
- 12.4 Staff will be aware that creating, possessing, and distributing indecent imagery of students is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that students are not unnecessarily criminalised.
- 12.5 Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a student, they will refer this to the DSL as soon as possible.

- 12.6 Where a student confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:
- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
  - Tell the DSL immediately if they accidentally view an indecent image and seek support.
  - Explain to the student that the incident will need to be reported.
  - Respond positively to the student without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
  - Report the incident to the DSL.
- 12.7 The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of students, including where there is an adult involved, where there is an intent to harm the student depicted, or where the images are used recklessly.
  - **Experimental:** incidents involving the creation and distribution of indecent images of students where there is no adult involvement or apparent intent to cause harm or embarrassment to the student.
- 12.8 Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:
- Discuss this decision with the Headteacher or member of the SLT.
  - Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
  - Ensure viewing takes place on college premises and with another member of staff present in the room – this staff member does not need to view the imagery.
  - Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.
- 12.9 Where the incident is categorised as 'aggravated', the situation will be managed in line with section 31 of this policy.
- 12.10 Where the incident is categorised as 'experimental', the students involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.
- 12.11 Where there is reason to believe that indecent imagery being circulated will cause harm to a student, the DSL escalates the incident to CSCS.
- 12.12 Where indecent imagery of a student has been shared publicly, the DSL will work with the student to report imagery to sites on which it has been shared and will reassure them of the support available.

## 13. Homelessness

- 13.1 The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
- 13.2 Indicators that a family may be at risk of homelessness include the following:
- Household debt
  - Rent arrears
  - Domestic abuse
  - Anti-social behaviour
  - Any mention of a family moving home because “they have to”
- 13.3 Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.
- 13.4 For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

## 14. County lines

- 14.1 For the purpose of this policy, “**County lines**” refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.
- 14.2 Staff will be made aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs.
- 14.3 Staff members who suspect a student may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.
- 14.4 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.
- 14.5 Indicators that a student may be involved in county lines active include the following:
- Persistently going missing or being found out of their usual area
  - Unexplained acquisition of money, clothes or mobile phones
  - Excessive receipt of texts or phone calls
  - Relationships with controlling or older individuals or groups
  - Leaving home without explanation
  - Evidence of physical injury or assault that cannot be explained
  - Carrying weapons
  - Sudden decline in college results
  - Becoming isolated from peers or social networks
  - Self-harm or significant changes in mental state

- Parental reports of concern

## **15. Serious violence**

15.1 Through training, all staff will be made aware of the indicators which may signal a student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from college
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

15.2 Staff will be made aware of some of the most significant risk factors that could increase a student's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

15.3 Staff members who suspect a student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

## **16. Students with family members in prison**

16.1 Students with a family member in prison will be offered pastoral support as necessary.

16.2 They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

## **17. Students required to give evidence in court**

17.1 Students required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

17.2 Students will also be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

## 18. Contextual safeguarding

- 18.1 Safeguarding incidents can occur outside of college and can be associated with outside factors. College staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.
- 18.2 Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- 18.3 The college will provide as much contextual information as possible when making referrals to Hartlepool Social Care.

## 19. Preventing radicalisation

- 19.1 For the purpose of this policy, we have used the following definitions:
  - “**Radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies
  - “**Extremism**” refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law
  - “**Terrorism**” refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.
- 19.2 Protecting children from the risk of radicalisation is part of the college's wider safeguarding duties.
- 19.3 The college will actively assess the risk of students being drawn into terrorism.
- 19.4 Staff will be alert to changes in students' behaviour which could indicate that they may be in need of help or protection.
- 19.5 Staff will use their professional judgement to identify students who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The college will work with local safeguarding arrangements as appropriate.
- 19.6 The college will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the college will assist and advise family members who raise concerns and provide information for support mechanisms.
- 19.7 Any concerns over radicalisation will be discussed with a child's parents, unless the college has reason to believe that the child would be placed at risk as a result.

### **Training**

- 19.8 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff

to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **Risk indicators of vulnerable students**

19.9 Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

19.10 Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

19.11 Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

19.12 Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

19.13 When making a judgement, staff will ask themselves the following questions:

- Does the student have access to extremist influences?
- Does the student access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the student has been, or is likely to be, involved with extremist organisations?
- Is the student known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?

- Does the student sympathise with or support illegal/illicit groups?
- Does the student support groups with links to extremist activity?
- Has the student encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the student?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the student?
- Has there been a significant shift in the student's outward appearance that suggests a new social, political or religious influence?
- Has the student come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the student vocally support terrorist attacks, either verbally or in their written work?
- Has the student witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the student travelled for extended periods of time to international locations?
- Has the student employed any methods to disguise their identity?
- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student display a lack of affinity or understanding for others?
- Is the student the victim of social isolation?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Is the student a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the student's life has extremist views or sympathies?

19.14 Critical indicators include where the student is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.

- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

19.15 Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

19.16 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance. Contact Cleveland Police on 01642326326 or Hartlepool's Prevent Officer on 01429 523556.

### **Channel programme**

19.17 Safeguarding children is a key role for both the college and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable student is at risk of being involved in terrorist activities.

19.18 In line with statutory duties, the college will cooperate with the local Channel Prevent panel and all partners of the panel as much as is appropriate and reasonably practical.

19.19 In cases where the college believes a student is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

19.20 The DSL will also support any staff making referrals to the Channel programme.

19.21 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

19.22 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the college.

19.23 The delivery of the Channel programme may often overlap with the implementation of Hartlepool's or College's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS

19.24 The college will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

### **Extremist speakers**

19.25 The college will prevent speakers who may promote extremist views from using the college premises.

### **Building children's resilience**

19.26 The college will:

- Provide a safe environment for debating controversial issues.

- Promote fundamental British values, alongside students' spiritual, moral, social and cultural development.
- Allow students time to explore sensitive and controversial issues.
- Provide students with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip students to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach students about how democracy, government and law making/enforcement occur.
- Teach students about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

19.27 The college will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

## **20. A child missing from education**

20.1 A child going missing from college is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

20.2 Staff will monitor students that go missing from the college, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

20.3 The college will inform the Hartlepool Attendance Team of any student who fails to attend regularly or has been absent without the college's permission for a continuous period of 10 college days or more.

### **Admissions register**

20.4 Students are placed on the admissions register at the beginning of the first day that is agreed by the college, or when the college has been notified that the student will first be attending.

20.5 The college will notify the LA within five days of when a student's name is added to the admissions register.

20.6 The college will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

20.7 Two emergency contact details will be held for each student where possible.

- 20.8 Staff will monitor students who do not attend the college on the agreed date and will notify the LA at the earliest opportunity.
- 20.9 If a parent notifies the college that their child will live at a different address, the college will record the following information on the admissions register:
- The full name of the parent with whom the student will live
  - The new address
  - The date from when the student will live at that address
- 20.10 If a parent notifies the college that their child will be attending a different college, or is already registered at a different college, the following information will be recorded on the admissions register:
- The name of the new school
  - The date on which the student first attended, or is due to attend, that school
- 20.11 Where a student moves to a new school, the college will use a secure internet system to securely transfer students' data.
- 20.12 To ensure accurate data is collected to allow effective safeguarding, the college will inform the Hartlepool Local Authority of any student who is going to be deleted from the admission register, in accordance with the Education (Student Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the college by their parents, and are being educated outside the national education system, e.g. home education.
  - Have ceased to attend the college, and no longer live within a reasonable distance of the premises.
  - Have been certified by the college's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the student continuing to attend college after ceasing to be of compulsory school age.
  - Have been in custody for a period of more than four months due to a final court order and the college does not reasonably believe they will be returning to the college at the end of that period.
  - Have been permanently excluded.
- 20.13 The college will also remove a student from the admissions register where the college and Hartlepool Local Authority has been unable to establish the student's whereabouts after making reasonable enquiries into their attendance.
- 20.14 If a student is to be removed from the admissions register, the college will provide the LA with the following information:
- The full name of the student

- The full name and address of any parent with whom the student lives
- At least one telephone number of the parent with whom the student lives
- The full name and address of the parent with whom the student is going to live, and the date that the student will start living there, if applicable
- The name of the student's new school and the student's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Student Registration) (England) Regulations 2006 (as amended)

20.15 The college will work with the Local Authority to establish methods of making returns for students back into the college.

20.16 The college will highlight to the Local Authority where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

20.17 The college will also highlight any other necessary contextual information including safeguarding concerns

## **21. Students with SEND**

21.1 The college recognises that students with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of students.

21.2 Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the student's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Students with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

21.3 When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration.

21.4 When managing a safeguarding issue relating to a student with SEND, the DSL will liaise with the college's SENCO, as well as the student's family where appropriate, to ensure that the student's needs are effectively met.

## **22. Alternative provision**

- 22.1 The college will remain responsible for a student's welfare during their time at an alternative provider.
- 22.2 When placing a student with an alternative provider, the college will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

## **23. Work experience**

- 23.1 When a student is sent on work experience, the college will ensure that the provider has appropriate safeguarding policies and procedures in place.
- 23.2 Where the college has students conduct work experience at the college, an enhanced DBS check will be obtained if the student is over the age of 16.

## **24. Homestay exchange visits**

### **School-arranged homestays in UK**

- 24.1 Where the college is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- 24.2 In such cases, the college is the regulated activity provider; therefore, the college will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- 24.3 Where criminal record information is disclosed, the college will consider, alongside all other information, whether the adult is a suitable host.
- 24.4 In addition to the responsible adults, the college will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

### **College-arranged homestays abroad**

- 24.5 The college will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- 24.6 The college will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- 24.7 The college will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

- 24.8 Students will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

### **Privately arranged homestays**

- 24.9 Where a parent or student arranges their own homestay, this is a private arrangement and the college is not the regulated activity provider.

## **25. Private fostering**

- 25.1 Where the college becomes aware of a student being privately fostered, they will notify the HUB (social care) as soon as possible to allow them to conduct any necessary checks.

## **26. Concerns about a student**

- 26.1 If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.
- 26.2 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 32 of this policy.
- 26.3 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.
- 26.4 If a referral should be made by DSL or Deputy DSL, logged on CPOMS immediately. A written referral should follow a telephone referral e-mailed via secure e-mail address.
- 26.5 The HUB will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.
- 26.6 Staff are required to monitor a referral if they do not receive information from the HUB regarding what action is necessary for the student.
- 26.7 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the student.
- 26.8 If early help is appropriate, the case will be kept under constant review. If the student's situation does not improve, a referral will be considered.
- 26.9 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked filing cabinet behind the Safeguarding Office.
- 26.10 If a student is in immediate danger, a referral will be made to HUB(284284) and/or the police immediately.

- 26.11 If a student has committed a crime, such as sexual violence, the police will be notified without delay.
- 26.12 Where there are safeguarding concerns, the college will ensure that the student's wishes are always taken into account, and that there are systems available for students to provide feedback and express their views.
- 26.13 When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the student feels like they are being listened to and believed.
- 26.14 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

## **27. Early help**

- 27.1 Early help means providing support as soon as a problem emerges, at any point in a child's life.
- 27.2 Any student may benefit from early help, but in particular staff will be alert to the potential need for early help for students who:
- Have SEND (whether or not they have a statutory EHC plan).
  - Are young carers.
  - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
  - Are frequently missing/going missing from care or from home.
  - Misuse drugs or alcohol.
  - Are at risk of modern slavery, trafficking or exploitation.
  - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
  - Are returned home to their family from care.
  - Show early signs of abuse and/or neglect.
  - Are at risk of being radicalised or exploited.
  - Are privately fostered.
- 27.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- 27.4 All staff will be made aware of the local early help process and understand their role in it.
- 27.5 The DSL will take the lead where early help is appropriate.

## 28. Managing referrals

- 28.1 The reporting and referral process outlined in Appendix B will be followed accordingly.
- 28.2 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- 28.3 When making a referral to HUB or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
- 28.4 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the students involved.
- 28.5 The DSL will work closely with the police to ensure the college does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- 28.6 Where a student has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**
- 28.7 The college will not wait for the start or outcome of an investigation before protecting the victim and other students: this applies to criminal investigations as well as those made by HUB.
- 28.8 Where HUB decide that a statutory investigation is not appropriate, the college will consider referring the incident again if it is believed that the student is at risk of harm.
- 28.9 Where HUB decide that a statutory investigation is not appropriate and the college agrees with this decision, the college will consider the use of other support mechanisms, such as early help and pastoral support.
- 28.10 At all stages of the reporting and referral process, the student will be informed of the decisions made, actions taken and reasons for doing so.
- 28.11 Discussions of concerns with parents will only take place where this would not put the student or others at potential risk of harm.
- 28.12 The college will work closely with parents to ensure that the student, as well as their family, understands that the arrangements in place, such as in-college interventions, are effectively supported and know where they can access additional support.

## 29. Concerns about staff members and safeguarding practices

- 29.1 If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher.
- 29.2 If the concern is with regards to the headteacher, it will be referred to the chair of governors.
- 29.3 Any concerns regarding the safeguarding practices at the college will be raised with the SLT, and the necessary whistleblowing procedures will be followed.
- 29.4 If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 29.5 Any allegations of abuse made against staff members will be dealt with in accordance with the College's Policy.
- 29.6 For the purpose of this policy, the "**harms test**" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with students in their present position, or in any capacity.

## 30. Dealing with allegations of abuse against staff

- 30.1 All allegations against staff, supply staff and volunteers, will be dealt with in line with the college's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff.
- 30.2 The college will ensure all allegations against staff, including those who are not employees of the college, are dealt with appropriately and that the college liaises with the relevant parties.
- 30.3 When using an agency to access supply staff, the college will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.
- 30.4 When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the college will ensure there is sufficient information to meet the [DBS referral criteria](#).
- 30.5 On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the college will refer the case to the DBS as soon as possible.
- 30.6 If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

30.7 The college will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

## 31. Allegations of abuse against other students (peer-on-peer abuse)

### Sexual harassment

31.1 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a student's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

31.2 Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another student.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

### Sexual violence

31.3 Sexual violence refers to the three following offences:

- **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.
- Harmful sexual behaviours

31.4 The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

31.5 Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

#### **A preventative approach**

31.6 In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the college will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

31.7 The college will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

31.8 Students will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

## **Awareness**

- 31.9 All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- 31.10 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 31.11 All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.
- 31.12 LGBTQ+ children are also likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.
- 31.13 The college's response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between children of the opposite sex.
- 31.14 Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

## **Support available if a child has been harmed, is in immediate danger or at risk of harm**

- 31.15 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.
- 31.16 Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

## **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**

- 31.17 If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, college staff may be required to support external agencies. The DSL and deputies will support staff as required.

## **Support available if a crime may have been committed**

- 31.18 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.
- 31.19 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these

cases, the police will take a welfare approach rather than a criminal justice approach.

- 31.20 The college has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

#### **Support available if reports include online behaviour**

- 31.21 Online concerns can be especially complicated. The college recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.
- 31.22 If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.
- 31.23 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

#### **Managing disclosures**

- 31.24 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 31.25 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of HUB where necessary. If staff are in any doubt, they will speak to the DSL.
- 31.26 Where an alleged incident took place away from the college or online but involved students from the college, the college's duty to safeguard students remains the same.
- 31.27 All staff will be trained to handle disclosures. Effective safeguarding practice includes:
- Never promising confidentiality at the initial stage.
  - Only sharing the report with those necessary for its progression.
  - Explaining to the victim what the next steps will be and who the report will be passed to.
  - Recognising that the person the child chose to disclose the information to is in a position of trust.
  - Being clear about boundaries and how the report will be progressed.
  - Not asking leading questions and only prompting the child with open questions.

- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

31.28 The DSL will be informed of any allegations of abuse against students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

### **Confidentiality**

31.29 The college will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the college not to tell anyone about the disclosure, the college cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

31.30 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

31.31 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

### **Anonymity**

31.32 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The college will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

31.33 When deciding on the steps to take, the college will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

### **Risk assessment**

31.34 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

31.35 Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the college, especially any actions that are appropriate to protect them.

31.36 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the college policy.

### **Taking action following a disclosure**

31.37 The DSL or a deputy will decide the college's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

31.38 Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

31.39 For reports of rape and assault by penetration, whilst the college establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The college will consider how to keep the victim and alleged perpetrator apart on college premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

- 31.40 For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.
- 31.41 In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.
- 31.42 Where a student is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another student, the college will help the student to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

### **Managing the report**

- 31.43 The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to HUB or the police, the college will speak to the relevant agency to discuss informing the alleged perpetrator.
- 31.44 There are four likely outcomes when managing reports of sexual violence or sexual harassment:
- Managing internally
  - Providing early help
  - Referring to CSCS
  - Reporting to the police
- 31.45 Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.
- 31.46 The following situations are statutorily clear and do not allow for contrary decisions:
- The age of consent is 16.
  - A child under the age of 16 can never consent to sexual activity
  - Sexual intercourse without consent is rape.
  - Rape, assault by penetration and sexual assault are defined in law.
  - Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### **Managing internally**

- 31.47 In some cases, e.g. one-off incidents, the college may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### **Providing early help**

- 31.48 The college may decide that statutory interventions are not required, but that students may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

### **Referral to HUB (Children's Social Care)**

- 31.49 If a child has been harmed, is at risk of harm or is in immediate danger, the college will make a referral to HUB. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with HUB.
- 31.50 The college will not wait for the outcome of an investigation before protecting the victim and other children.
- 31.51 The DSL will work closely with HUB to ensure that the college's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.
- 31.52 If the HUB decide that a statutory investigation is not appropriate, the college will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.
- 31.53 If the college agrees with the decision made by HUB, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

### **Reporting to the police**

- 31.54 Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to the HUB. The DSL and deputies will follow the local process for referral.
- 31.55 Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the college to support the child with any decision they take, in unison with the HUB and any appropriate specialist agencies.
- 31.56 The DSL and governors will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.
- 31.57 The DSL will be aware of local arrangements and specialist units that investigate child abuse.
- 31.58 In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the college will continue to engage with specialist support for the victim as required.

### **Bail conditions**

- 31.59 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.
- 31.60 The college will work with the HUB and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The college will seek advice from the police to ensure they meet their safeguarding responsibilities.
- 31.61 The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.
- 31.62 Where bail is deemed necessary, the college will work with Hartlepool Children's Services and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

### **Managing delays in the criminal justice system**

- 31.63 The college will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.
- 31.64 The DSL will work closely with the police to ensure the college does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

### **The end of the criminal process**

- 31.65 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same college as the victim, the college will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- 31.66 The college will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).
- 31.67 Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the college will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The college will discuss decisions with the victim and offer support.
- 31.68 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

### **Ongoing support for the victim**

- 31.69 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
- The terminology the college uses to describe the victim
  - The age and developmental stage of the victim
  - The needs and wishes of the victim
  - Whether the victim wishes to continue in their normal routine
  - The victim will not be made to feel ashamed about making a report
  - What a proportionate response looks like
- 31.70 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.
- 31.71 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.
- 31.72 The college will provide a physical space for victims to withdraw to.
- 31.73 Victims may require support for a long period of time and the college will be prepared to offer long-term support in liaison with relevant agencies.
- 31.74 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- 31.75 If the victim is unable to remain in the college, alternative provision or a move to another college will be considered – this will only be considered at the request of the victim and following discussion with their parents.
- 31.76 If the victim does move to another college, the DSL will inform the college of any ongoing support needs and transfer the child protection file.

### **Ongoing support for the alleged perpetrator**

- 31.77 Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:
- The terminology the college uses to describe the alleged perpetrator.
  - The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
  - The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
  - Their age and developmental stage.
  - What a proportionate response looks like.
  - Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

- What the outcome of the investigation was

31.78 When making a decision, advice will be taken from the HUB, specialist sexual violence services and the police as appropriate.

31.79 If the alleged perpetrator moves to another college (for any reason), the DSL will inform the destination college of any ongoing support needs and transfer the child protection file.

31.80 If the reported abuse is found to have taken place, the college will work with professionals as required to understand why the abuse took place and provide a high level of support to help the student understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

### **Disciplining the alleged perpetrator**

31.81 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the college reaching its own conclusion and imposing an appropriate penalty.

31.82 The college will make such decisions on a case-by-case basis, with the DSL taking a leading role. The college will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

31.83 The college will also consider whether circumstances make it unreasonable or irrational for the college to make a decision about what happened while an investigation is considering the same facts.

31.84 Disciplinary action and support can take place at the same time.

31.85 The college will be clear whether action taken is disciplinary, supportive or both.

### **Shared classes**

31.86 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on college premises and on college transport – balancing the college's duty to educate against its duty to safeguard. The best interests of the student will always come first.

31.87 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on college premises and transport will be prevented.

31.88 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the college would harm the education or welfare of the victim and potentially other students.

- 31.89 Where a criminal investigation into sexual assault leads to a conviction or caution, the college will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the college, the college will keep the victim and perpetrator in separate classes and manage potential contact on college premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- 31.90 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- 31.91 In all cases, the college will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

### **Working with parents and carers**

- 31.92 In most sexual violence cases, the college will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- 31.93 The college will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- 31.94 Colleges will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.
- 31.95 Clear policies regarding how the college will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### **Safeguarding other children**

- 31.96 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- 31.97 It is likely that children will "take sides" following a report, and the college will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 31.98 The college will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 31.99 As part of the college's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both

a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

## **32. Communication and confidentiality**

- 32.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with college data protection policies.
- 32.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the college will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- 32.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the college will do all it can to protect the anonymity of the students involved in the case.
- 32.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- 32.5 During disclosure of a concern by a student, staff members will not promise the student confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 32.6 Where it is in the public interest, and protects students from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- 32.7 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- 32.8 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 32.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the students involved.
- 32.10 Discussions with parents will not take place where they could potentially put a student at risk of harm.
- 32.11 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- 32.12 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- 32.13 External agencies will be invited to these discussions where necessary.

- 32.14 Where confidentiality or anonymity has been breached, the college will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- 32.15 Where a student is leaving the college, the DSL will consider whether it is appropriate to share any information with the student's new provider, in addition to the child protection file, that will allow the new provider to support the student and arrange appropriate support for their arrival.

### **33. Online safety**

- 33.1 As part of a broad and balanced curriculum, all students will be made aware of online risks and taught how to stay safe online.
- 33.2 Through training, all staff members will be made aware of the following:
- Student attitudes and behaviours which may indicate they are at risk of potential harm online
  - The procedure to follow when they have a concern regarding a student's online activity
- 33.3 The college will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing terrorist and extremist material, in accordance with the college policy.
- 33.4 The use of mobile phones by staff and students is closely monitored by the college, in accordance with policy.
- 33.5 The college will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what students can be taught regarding online teaching.
- 33.6 Further information regarding the college's approach to online safety can be found in the E-Safety Policy.
- 33.7 Where students need to learn online from home, the college will support them to do so safely in line with the Remove Learning Policy and government [guidance](#).

### **34. Mobile phone and camera safety**

- 34.1 Staff members will not use personal mobile phones or cameras when students are present.
- 34.2 Staff may use mobile phones on college premises outside of working hours when no students are present.
- 34.3 Staff may use mobile phones in the staffroom during breaks and non-contact time.

- 34.4 Mobile phones will be safely stored and in silent mode whilst students are present.
- 34.5 Staff will use their professional judgement in emergency situations.
- 34.6 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when students are present.
- 34.7 The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- 34.8 Staff who do not adhere to this policy will face disciplinary action.
- 34.9 ICT technicians and the E-safety Officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission.
- 34.10 The college will adhere to the terms of the E-Safety Policy at all times.
- 34.11 Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the College's Policy.
- 34.12 The DPO will oversee the planning of any events where photographs and videos will be taken.
- 34.13 Where photographs and videos will involve LAC students, adopted students, or students for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.
- 34.14 The DSL will, in known cases of a student who is a LAC or who has been adopted, liaise with the student's social worker, carers or adoptive parents to assess the needs and risks associated with the student.
- 34.15 Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

### **Up-skirting**

- 34.16 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- 34.17 A "specified purpose" is namely:
- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
  - To humiliate, distress or alarm the victim.

- 34.18 "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- 34.19 Up-skirting will not be tolerated by the college.
- 34.20 Any incidents of up-skirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

## **35. Sports clubs and extracurricular activities**

- 35.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the college to effectively safeguard students and adhere to local safeguarding arrangements.
- 35.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of students.
- 35.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.
- 35.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

## **36. Safer recruitment**

- 36.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
  - Regularly work in the college at times when children are on the premises.
  - Regularly come into contact with children under 18 years of age.
- 36.2 The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

### **Pre-employment checks**

- 36.3 The governing body will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
  - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the college considers appropriate.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

36.4 An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

#### **Internal candidates**

36.5 References from internal candidates will always be scrutinised before appointment.

#### **ITT candidates**

36.6 Where applicants for ITT are salaried by the college, the college will ensure that enhanced DBS checks with barred list information are carried out.

36.7 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

#### **Governors**

36.8 An enhanced DBS check will be carried out for each member of the governing body.

36.9 Where a governor also engages in regulated activity, a barred list check will also be requested.

36.10 The college will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The college will check if a proposed governor is barred due to a section 128 order by contacting the TRA using the Teacher Services' webpage.

#### **Those who have lived or worked outside of the UK**

- 36.11 For candidates who have lived or worked outside the UK, all mandatory checks outlined in this policy will be carried out, along with any additional checks where necessary.
- 36.12 For candidates who have lived or worked outside the UK, the college will make further checks where necessary, including, but not limited to:
- Obtaining an enhanced DBS certificate (with barred list information for candidates applying for roles that involve regulated activity), including for candidates who have not been to the UK before.
  - For teaching staff, obtaining proof of their past conduct as a teacher, in the form of a letter of professional standing from the professional regulating authority in the country in which they worked.
  - Where a professional letter of standing cannot be obtained, conducting a risk assessment or seeking alternative methods of checking suitability to support informed decision-making.

### **Barred list check**

- 36.13 An enhanced DBS check may be requested for anyone working in college that is not in regulated activity but does not have a barred list check.
- 36.14 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.
- 36.15 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

- 36.16 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 36.17 References will only be accepted from a senior person and not from a colleague.
- 36.18 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 36.19 References will be obtained prior to interviews taking place and discussed during interviews.
- 36.20 Open testimonials will not be considered.
- 36.21 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 36.22 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

## **Volunteers**

- 36.23 No volunteer will be left unsupervised with a student or allowed to work in regulated activity until the necessary checks have been obtained.
- 36.24 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 36.25 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- 36.26 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 36.27 The college will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 36.28 Unless there is cause for concern, the college will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- 36.29 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

## **Associate members**

- 36.30 Associate members (i.e. individuals that are appointed by the governing body to serve on one or more committees) will not be required to obtain enhanced DBS checks.

## **Contractors**

- 36.31 The college will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 36.32 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- 36.33 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the college.

## **Data retention**

- 36.34 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.
- 36.35 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

### **Referral to the DBS**

36.36 The college will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

### **Ongoing suitability**

36.37 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

## **37. Single central record (SCR)**

37.1 The college keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the college.

37.2 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

37.3 For agency and third-party supply staff, the college will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

37.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

37.5 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

## **38. Training**

38.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a yearly basis or whenever there is a change in legislation.

38.2 The induction training will cover:

- The Child Protection and Safeguarding Policy

- The Behavioural Policy
  - The Staff Code of Conduct
  - The safeguarding response to children who go missing from education
  - The identity of the DSL and any deputies
  - The role of the DSL and deputy DSLs
- 38.3 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.
- 38.4 Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
  - Contextual safeguarding.
  - How to keep previously LAC safe.
  - Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- 38.5 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the college.
- 38.6 The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.
- 38.7 The DSL and deputy DSL will also undergo Prevent awareness training every two years which will enable them to understand and support the college with regards to the Prevent duty and equip them with the knowledge needed to advise staff.
- 38.8 The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that students with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support students with SEND to stay safe online.
- 38.9 Online training will also be conducted for all staff members as part of the overall safeguarding approach.

## **39. Monitoring and review**

- 39.1 This policy is reviewed annually by the DSL and the headteacher.
- 39.2 Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff.
- 39.3 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 39.4 The next scheduled review date for this policy is September 2021.

## Appendix A

### Contacts and Advice

#### High Tunstall College of Science Safeguarding Team

The safeguarding team at HTCS consists of the following people:

The Headteacher	Mark Tilling
Governor with responsibility for CP/LAC	Ken Shepherd
The Designated Safeguarding Lead (DSL)	Claire Wood
The Deputy Designated Safeguarding	Mark Tilling Fiona Stobbs Nichola Benson
Designated E-Safety Officer	Mark Tilling
LAC Co-ordinator	Wendy Robins
Safeguarding Administrative Support	Hazel Crowe/Helen Meggs
Designated Person	Claire Wood Mark Tilling Nichola Benson

#### Referrals:

Hartlepool Child Protection/Social Care	01429 284284
Child Exploitation and Online Protection (CEOPS)	<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
Hartlepool Police	01642 483333/101
Hartlepool and Stockton Safeguarding Children Partnership	<a href="http://www.hsscp.co.uk">www.hsscp.co.uk</a>

Key contacts within High Tunstall College:

<b>Designated Safeguarding Lead:</b>	Claire Wood
<b>Deputy Designated Leads:</b>	Mark Tilling Fiona Stobbs Nichola Benson
<b>Nominated Governor for Safeguarding:</b>	Ken Shepherd

Key contacts within the Local Authority:

The **HUB** are available for advice and consultation on Child Protection matters:

Tel. **01429 284284**

The **Children's Safeguarding Service** is also able to provide advice and consultancy to educational settings and must be consulted within 24 hours whenever complaints, concerns or allegations of a child protection nature are made against staff or volunteers linked to the college:

LADO

Tel: Phil Curtis **01429 284284 / 401844**

### **Referrals into Children's Social Care**

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone: **01429 284284**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone: **01642 524552**

### **Expert organisations**

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

### **Support for victims**

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

### **Toolkits**

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### **Further information on confidentiality and information sharing**

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)

- [NSPCC: Things to Know and Consider](#)

#### **Further information on sexting**

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

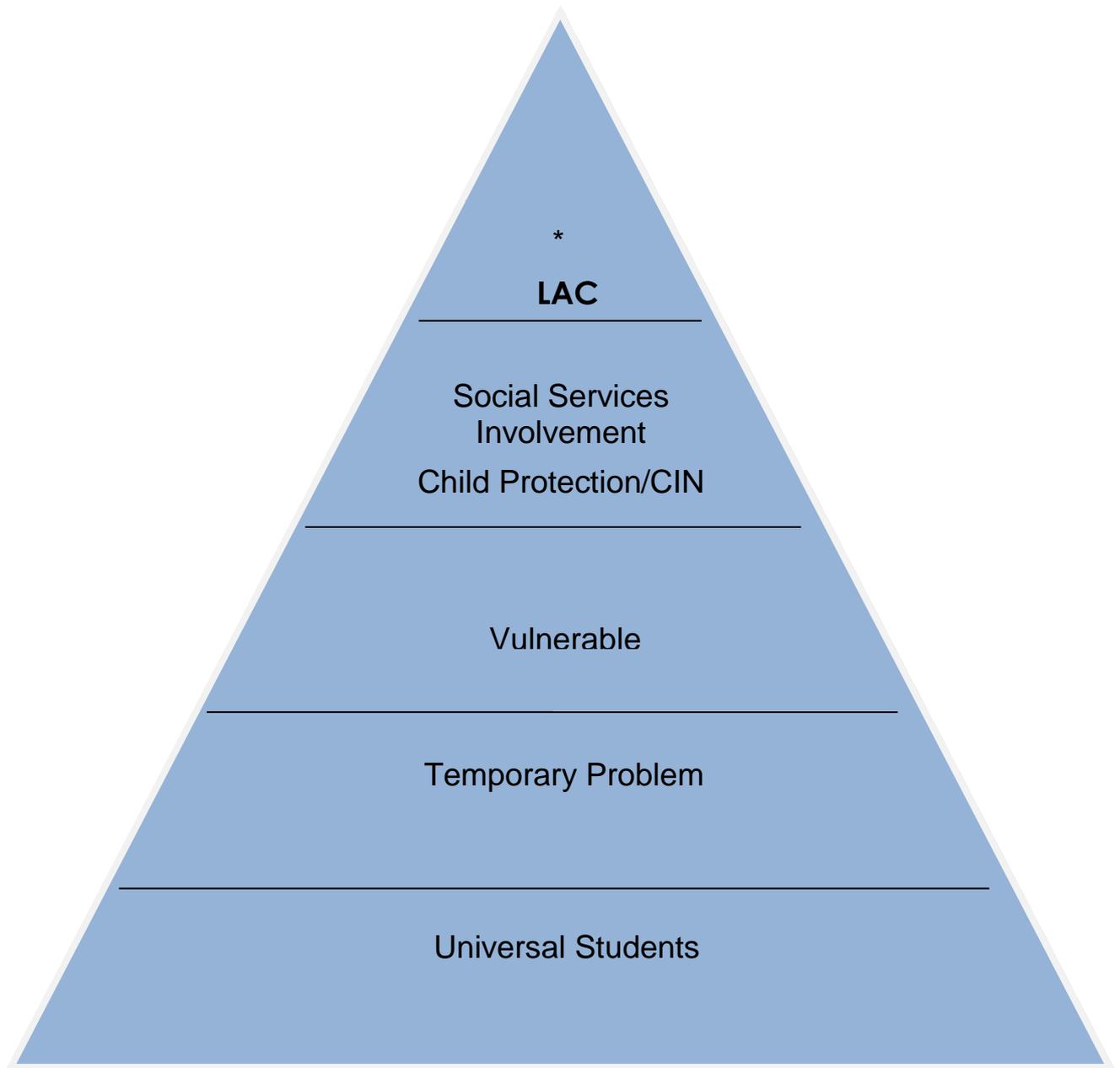
#### **Support for parents**

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

## Appendix B

### The Pyramid of Vulnerability

\* indicates those students on a child protection plan and those students for whom we have major child protection concerns



## **Supporting Students**

In the area of child protection there is a pyramid of need for the support of vulnerable students. (See the diagram on the previous page). At the top are those students who are 'looked after' by the local authority, adopted children and those who are cared for by people other than a parent. Next are children on a child protection plan and those students for whom we have major child protection concerns. Then we have those students who take the role as a significant carer for a family member. The designated child protection co-ordinator is responsible for ensuring that we have an up to date list of these groups of students. The names of vulnerable students are available from Heads of House so that they can monitor students and raise any concerns with the safeguarding team. Confidential details will not be included on this list.

Next is a larger group of students who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of students, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement.

HTCS has an ethos of respect and a culture that values, involves and listens to children. We also support our children in a myriad of ways for many reasons. We try to help students understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage students to speak up about concerns they may have for their peers.

### **Students who are on a Protection Plan or for whom we have Child Protection Concerns**

The number of students on a child protection plan varies. There are also other students about whom we have child protection concerns who are not on a child protection plan.

We support students in various ways by:

- Following the guidance set out in any child protection plans;
- Ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns;
- Monitoring their welfare carefully, including talking to them regularly about their well-being;
- Attending any child protection meetings held on their behalf, including speaking on their behalf and such meetings should they request it;
- Monitoring their attendance carefully and reporting any unexplained absence to social care;
- Monitoring their academic grades carefully to try to ensure they are making good progress in college;
- Enlisting the support of and liaising with other agencies as appropriate;
- Checking that they have access to all elements of college life, including visits and other activities;

- Informing their House Leader that they are on CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the designated child protection co-ordinator (or a Deputy).

### **Looked After Students**

We have a Designated Lead (Wendy Robins) and Governor responsible for looked after students. We keep a list of students who are looked after by the Local Authority. In the light of the research which shows that these students fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the student's personal education plan (PEP)
- Arranging for one of our safeguarding team (or for another teacher to whom the child related well) to take a particular interest in the student's welfare and to talk to them regularly;
- Offering in college support such as anger management, assertiveness or social skills training as appropriate;
- Targeting pupil premium specifically to support children in care;
- Attending any liaison or review meeting held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers;
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Attendance Team (LA);
- Monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of on line systems (SISRA);
- Informing their House Leader that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team;
- Being careful not to accept any under achievement just because the child is 'looked after';
- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed;
- Enlisting the support of and liaising with other agencies as appropriate;
- Checking that they have access to all elements of college life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residential's organised by the college as and when appropriate.

In addition we also keep a record of those students who are looked after by someone other than a parent, adopted or on special guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

## **Young Carers**

It is the responsibility of the designated safeguarding lead (or a deputy) to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these students appropriate to their individual situation. This package would contain elements of the support offered to students looked after by the Local Authority.

## **Disabled Students**

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at HTCS we always try to ensure that the voice of the child is heard/sought.

## Appendix C

### Dealing with Alleged or Suspected Abuse

- When indications of abuse come to the attention of staff, the student should not be interviewed or questioned in detail. However, it is important that clarification of what a student is saying or how an injury may have occurred is sought and recorded.
- Any member of staff who is concerned that a student may be suffering from abuse must inform the designated safeguarding lead immediately. The designated safeguarding lead will advise the member of staff of further information required prior to referral to the Child and Adult Services Department of Hartlepool Borough Council.
- The designated safeguarding lead is able to consult the Assistant Director (Prevention Safeguarding & Specialist Services – Danielle Swainston 284144) or the Duty Officer Social Services if they require further advice.
- In the absence of the designated safeguarding lead, Mr Tilling / Mrs Stobbs/ Mrs Benson should be informed, who will alert the Child and Adult Services Department.

#### **Key Points for Action**

- A student who alleges that abuse has taken place MUST be listened to. Do not over question but listen and offer support. Be honest about your responsibility to pass your concerns onto others. **DO NOT PROMISE CONFIDENTIALITY.**
- Inform the designated safeguarding lead and ensure with them that the necessary procedures are followed.
- Be willing to seek advice. As much information as possible must be shared with the professional who is responsible or protecting the student.
- Do NOT assume that another agency or person is already aware and taking appropriate action.
- Maintain accurate records, make accurate and precise notes during conversations and pass them to the named person in case they should be needed in Court
- Disclosures are recorded on CPOMS as well as any follow up actions.

If you are unsure if there is a cause for concern you MUST still pass the matter on to the designated safeguarding lead.

## Appendix D

### Safeguarding During the Coronavirus (COVID-19) Outbreak

#### Statement of intent

We understand that we face a time of great uncertainty and, as a college, we are doing all we can to provide clarity and safety to the college community. This appendix includes provisions which the college will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

#### 1. Key definitions

1.1 For the purpose of this policy, the following definitions will be utilised:

- **Education hub:** a cluster of schools and colleges collaborating and sharing resources, staff and students in a local area.
- **Children of critical workers:** critical workers are defined by the government as those whose work is critical to the coronavirus (COVID-19) and EU transition response and includes those who work in health and social care and in other key sectors as outlined below:
  - Health and social care, e.g. doctors, nurses, social workers and care workers
  - Education and childcare, e.g. teachers, DSLs and support staff
  - Key public services, e.g. the justice system, frontline workers in public services and charities
  - Local and national government, e.g. administrative occupations essential to the effective delivery of the coronavirus response, and the delivery of and response to EU transition, as well as essential public services
  - Food and other necessary goods, e.g. those involved in food production, processing, distribution, sales and delivery
  - Public safety and national security, e.g. police and ministry of defence workers
  - Transport, e.g. those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus response and EU transition
  - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services and postal workers)
- **Vulnerable children:** vulnerable children are defined as children who:
  - Are supported by social care.

- Are on the edge of receiving support from social care.
- Have safeguarding and welfare needs.
- Have child in need plans.
- Have child protection plans.
- Are LAC.
- Are young carers.
- Are disabled.
- Have an EHC plan.
- Are adopted.
- Are living in temporary accommodation.
- Are at risk of becoming not in education, employment, or training (NEET).
- Are assessed as otherwise vulnerable by education providers or LAs.
- May have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study).
- Are care leavers.
- Are at the college and LA's discretion, including students who need to attend to receive support or manage risks to their mental health.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

## **2. The role of the DSL and their deputies**

- 2.1 In light of the current pandemic, the college has additional measures in place to ensure the safety and wellbeing of its students – this approach is led by the DSL.
- 2.2 Wherever possible, the college will endeavour to have a trained DSL or their deputy on-site while students are attending college.
- 2.3 In circumstances where, due to operational challenges, it is not possible to have a trained DSL or deputy on-site, for example when working from home, a trained DSL (or deputy) from the college, or, where necessary, a partner school, will be available to be contacted via phone or online video.
- 2.4 Where a DSL or deputy are unavailable, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the college. Their role will include:
  - Updating and managing access to child protection files.
  - Liaising with the offsite DSL or deputy.
  - Liaising with children's social care services where required.
- 2.5 During the pandemic, the DSL and their deputy(s) are responsible for:

- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending Appendix D (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with students who are not yet returning to college and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to students directly where possible to identify any concerns and ensuring students are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g due to illness.
- Sharing their contact information with the college community.
- Identifying vulnerable children and communicating additional safeguarding provisions to students and their families.

2.6 The DSL will report back to the governing body on all relevant safeguarding concerns.

2.7 The DSL will work with the local safeguarding partners and relevant agencies and services to identify harm and ensure students are appropriately supported.

2.8 Where students are required to return to remote learning, e.g. they must self-isolate or the college is required to limit attendance, the DSL will ensure that they, and other members of staff, exercise extra vigilance to ensure students remain safe while learning at home.

2.9 The college will ensure that the DSL and their deputies are given sufficient time and assistance to support staff and students with new safeguarding and welfare concerns and to handle referrals to relevant agencies where appropriate.

2.10 All online or telephone communication will be made using college accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

### **3. Attendance**

- 3.1 From 8 March 2021, attendance will be mandatory and the college will have the power to issue fines for unauthorised absence – this will only be used as a last resort.
- 3.2 The college will resume its regular attendance register to record attendance after fully opening.
- 3.3 The college will follow up on absences of students who are expected to be in college but where a parent wishes for their child to be absent. The Year Leader, Student Support Officer or DSL will discuss any concerns parents may have and work with them to achieve the best possible outcome for the student.
- 3.4 Parents will not be penalised if their child does not attend college due to following clinical or public health advice to stay at home, e.g. if they are self-isolating. Students will engage in remote learning where they are unable to attend college for reasons related to coronavirus, provided they are well enough to do so.
- 3.5 For those students not attending the college premises and learning remotely at home, the college will ensure that appropriate systems for checking attendance and levels of student engagement each day are in place, and work with parents to rapidly identify effective solutions where engagement is a concern.
- 3.6 The college will ensure that all students' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.
- 3.7 If the college must limit attendance at any point, e.g. due to a local increase in coronavirus cases, in line with DfE restrictions, the college will ensure that priority to attend full time is given to vulnerable students and the children of critical workers.

### **4. Staff training and safeguarding induction**

- 4.1 The college will ensure that all existing college staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- 4.2 The DSL and Headteacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children.
- 4.3 Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- 4.4 The DSL and Headteacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the college's safeguarding policy and procedures, and any additional local safeguarding arrangements.

- 4.5 The DSL and Headteacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.
- 4.6 The college will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.
- 4.7 New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.
- 4.8 Individuals who have not undergone suitable DBS checks will not be left unattended with students.
- 4.9 The college will carry out a check on any existing staff who cause a concern.
- 4.10 All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.
- 4.11 The college will report individuals who they consider a safeguarding risk to the Teaching Regulation Agency (TRA) by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.
- 4.12 The college will maintain records that allow the Headteacher to be aware of who will not be in college at any one given time.
- 4.13 The college will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as acting as a log of any risk assessments carried out on volunteers and staff on loan from other colleges.

## **5. Online safety and security**

- 5.1 The college will continue to ensure that appropriate filters and monitoring systems are in place to protect students when they are online on the college's IT systems, whether in college or at home.
- 5.2 All online programmes used will be checked by the college's DPO and DSL to ensure they are reputable and GDPR compliant.
- 5.3 The Senior ICT technician will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.
- 5.4 Any online queries which require the Senior ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.
- 5.5 Where the Senior ICT technician is unavailable, the college will seek the support of other ICT staff, either internally or from another college.
- 5.6 The DSL will report back to the governing body how they are ensuring students remain safe online during partial college closure.

- 5.7 Students will report any suspicious online activity they encounter to the DSL or Headteacher.
- 5.8 Staff will adhere to the Staff Code of Conduct at all times when delivering education online.
- 5.9 Staff will continue to look out for signs of a child being at risk online and report concerns over a student's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.
- 5.10 The college will collaborate with parents and carers to reinforce the importance of online safety and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- 5.11 Students are provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

## **6. Mental health and pastoral care**

- 6.1 The college understands how the coronavirus pandemic can cause students and staff to feel anxious and concerned and will offer any essential support required to those in need.
- 6.2 Staff will be aware that some students may return to college having experienced difficulties over the period of lockdown, including bereavement, mental illness and welfare harms, and will be vigilant with regards to indicators that a student requires support.
- 6.3 The Headteacher will encourage line managers to hold one-to-one meetings with their staff to ensure they feel supported during this stressful time.
- 6.4 Students will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.
- 6.5 Face-to-face support will only be provided where two-metre social distancing can be adhered to.
- 6.6 The college will have due regard for the Social Emotional Mental Health (SEMH) Policy when identifying early signs of mental health issues in students.
- 6.7 Teachers will have due regard for the negative impact the current pandemic may have had on students, especially when setting expectations for students' work.
- 6.8 Pastoral support will be offered to any family who requires it.
- 6.9 For students who are receiving education at home, e.g. if they are advised to shield, the college will follow set timetables to provide parents and students with a familiar structure that includes time for education, playing and relaxing.

- 6.10 The college will consider one-to-one support for those who may benefit the most from it, e.g. for students with SEND.

## **7. Remote Education**

- 7.1 Teachers will plan online lessons with the safety of students in mind.
- 7.2 Staff communicating with students or parents via videocall will do so from within the college, or from a quiet room with a neutral background if working from home.
- 7.3 Teachers will ensure all online planning processes for students who are working online will have clear reporting routes to the college and external agencies so they can raise concerns whilst online.
- 7.4 The college will collaborate with the LA where possible when planning online lessons and activities, and considering online safety.
- 7.5 The DSL will ensure every student has their contact information so they know how they can contact them about any safeguarding concern.
- 7.6 Students will be provided with online safety information by their teacher.
- 7.7 Students will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of college.
- 7.8 Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in.
- 7.9 Parents will be provided with the contact details of the DSL so they can report any concerns.
- 7.10 When communicating online, staff will:
- Communicate within college hours as much as possible.
  - Communicate through the college channels approved by the SLT.
  - Use college email accounts over personal accounts wherever possible.
  - Use college devices over personal devices wherever possible.
  - Not share personal information.

## **8. Peer-on-peer abuse**

- 8.1 The DSL will implement robust reporting procedures for peer-on-peer abuse, whether this abuse takes place in person or online, and communicate these to all staff, students and parents.
- 8.2 Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.

- 8.3 Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- 8.4 Students will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.
- 8.5 The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- 8.6 Individuals will be given a copy of the college's amended Complaints Procedures Policy to assist them with the appeals process.
- 8.7 Communications will be made online or by telephone unless face-to-face contact is unavoidable.

## **9. Students moving schools**

- 9.1 Where students are moving to another setting, the college will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information.
- 9.2 The DSL will ensure that the receiving school has access to students' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan and know who the child's social worker (and, for LAC, who the responsible virtual school head is).

## **10. Monitoring and review**

- 10.1 The DSL is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.
- 10.2 Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.