

Quality System

Policy Number

POL-CP-01

Policy Title

Safeguarding/Child Protection Policy

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Safeguarding/Child Protection Policy

1.0 Introduction

Bishop Auckland College Group is made up of Bishop Auckland College, Bishop Auckland College Nursery, South West Durham Training and Durham Gateway. References to “the Group” throughout this policy is defined as those organisations stated above, unless otherwise stated.

The Group’s Safeguarding/Child Protection Policy has been developed to protect, safeguard and promote the welfare of its students (both adult and young people) and staff. By law, children include everyone under the age of 18 years and as such the Group has additional child protection responsibilities in line with the procedures of the Durham Safeguarding Children Partnership (DSCP), which can be accessed on www.durham-scp.org.uk/

2.0 Policy Statement

The Group recognises that it has a statutory and moral duty to promote and safeguard the welfare of its students/staff. The Group will ensure that appropriate action is taken to prevent any learner against the risk of suffering significant harm and complies with its child protection duties. This action extends to and includes the Group’s duty to safeguard and protect all learners from radicalisation and extremism within the Prevent Duty.

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

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

For the purpose of this policy, Safeguarding encompasses all aspects of the Group’s responsibilities including child protection, radicalisation and extremism. In safeguarding adults, the Group will observe the Department of Health’s definition, a vulnerable adult “...who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or her against significant harm or exploitation”. However, the Group’s policy is to safeguard all learners, children and adults.

The Group is committed to Equality and Diversity to ensure that all students/staff, regardless of gender, ability, culture, race, language, religion, sexual identity or socio-economic factors have equal rights to be protected from harm.

Staff will receive safeguarding training relevant to their role to support the shared and equal responsibility of all staff to provide a safe environment for learners and to identify any learner who is likely to, or maybe suffering from significant harm and to take appropriate action in line with this policy.

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

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, raising an alert, sharing information and taking prompt action.

This policy aims to:

- Demonstrate the Group's commitment to safeguarding learners
- Provide all staff with the necessary information to enable them to meet their safeguarding responsibilities
- Ensure consistent good practice

The Policy encompasses several appendices which include:

- Appendix 1 – Safeguarding: Pre-16 Learners
- Appendix 2 – Safeguarding: Prevent Duty
- Appendix 3 – Safeguarding: Children Missing from Education
- Appendix 4 – Safeguarding: Children potentially at greater risk of harm
- Appendix 5 – Safeguarding: Online safety
- Appendix 6 – Safeguarding: Recognising a safeguarding concern
- Appendix 7 – Safeguarding: Sexual violence and sexual harassment
- Appendix 8 – Safeguarding: Durham Staircase and continuum of Need
- Appendix 9 – Safeguarding: Raising a safeguarding concern
- Appendix 10 – Safeguarding and response to COVID-19

The above appendices provide more detail on specific safeguarding responsibilities in addition to the Group's overarching responsibilities. Appendices also include information on recognising and raising a concern and external links to Safer Durham Partnership, where the Group and FE are represented.

As this policy involves processing personal data, data protection regulations will be adhered to.

COVID-19

Safeguarding arrangements remain in place and a priority throughout the response to the coronavirus (COVID-19). For more detailed information, please see Annex 10

3.0 Principles of the policy

The Group is committed to safeguarding learners and will ensure it adheres to the following principles:

- Provide a safe learning environment in which all students can learn and develop
- Ensure that learners are equipped with information and an understanding of safeguarding, radicalisation, extremism and an awareness of keeping safe
- Maintain clear procedures to identify students who are suffering, likely to suffer, or are at risk of significant harm and report suspected cases of abuse
- Have in place clear referral protocols for children that go missing to help identify the risk of abuse or neglect and to prevent and reduce the risk of repeated occurrences
- Ensure that all information in relation to looked after children is fully documented in accordance with requirements and there is a designated member of staff appointed to promote their welfare
- Provide the appropriate level of support to students who have suffered significant harm and to staff involved in any safeguarding issues
- Create a culture of safer staff recruitment and adopt recruitment procedures that help deter, reject or identify people who might abuse adults and/or young people
- Have in place procedures for reporting and dealing with allegations of abuse against members of staff
- Provide appropriate support to students who have been abused
- Ensure all members of staff receive Safeguarding training appropriate to their roles
- Monitor and review safeguarding practice and activity regularly through scheduled meetings of the Designated Safeguarding Team chaired by the Principal/Chief Executive or designate, to ensure compliance with legislation, Ofsted requirements and national, regional and local guidance

- Ensure procedures are in place for access to the Group's premises by visitors / contractors / external agencies and third party, to meet statutory duties to safeguard staff and learners.

The Group recognises the need to work with other agencies in performing its duties and will:

- Have in place and follow procedures in keeping with Durham Safeguarding Children Partnership and County Durham Safeguarding Adults Board inter-agency guidelines
- Participate in any external inter-agency meetings as appropriate to meet and support the needs of learners
- Represent the Group on external groups associated with DSCP and other appropriate groups
- Liaise, as appropriate, with schools and relevant agencies regarding learners aged Pre-16
- Work closely with external agencies to support the Group's Prevent Duty and protect learners from radicalisation and extremism
- Regularly review the Durham DSCP website to ensure practice, procedural changes and training opportunities are continually updated

The policy is underpinned and shaped by legislation and guidance contained in a variety of documents including:

- The Children Act 2004
- The DSCP processes/procedures, including Single Assessment procedures and guidelines (see Appendix 8 for Threshold document 0-19 level of need)
- No Secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse
- County Durham Safeguarding Adults Interagency Partnership, Policies and Procedures
- Department for Education, Working together to Safeguard Children
- Keeping Children Safe in Education – Statutory Guidance for Schools and Organisations, Department for Education
- Department for Education, sexual violence and sexual harassment between children in schools and organisations
- Department for Education, Use of reasonable force
- Department for Education, Searching, screening and confiscation advice for schools,
- Inspecting safeguarding in early years, education and skills setting
- HM Government, Information Sharing,
- Department for Education, children missing in education
- Department for Education, School attendance
- HM Government, what to do if you're worried a child is being abused
- HM Government, the right to choose, multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines; handling cases of forced marriage
- Department for Education, The Prevent Duty
- HM Government, Counter Extremism Strategy
- HM Government revised Prevent Duty guidance and Channel duty guidance
- Section 175 of the Education Act

4.0 Designated Safeguarding staff

The Group has a Safeguarding Team which comprises of Designated Leads for Safeguarding, Deputy Designated Safeguarding Leads, Designated members of staff as Duty Safeguarding Officers, staff with Safeguarding responsibilities and a Designated Safeguarding Lead Board Members.

In order to contact a member of the Safeguarding team in an urgent situation, contact the Duty Manager/Duty Safeguarding Officer.

Designated Leads for Bishop Auckland College Group			
Contact	Room	Extension number	Areas covered
Director of Service Standards Designated Lead	282	3308	Bishop Auckland Campus / Outreach Centres
Operations Manager – SWDT Designated Lead	SWDT	6002	South West Durham Training
Deputy Head Teacher Durham Gateway Designated Lead	DG	1003	Pre-16 provision
Nursery Manager Designated Lead	Nursery	3401	Nursery
Head of HR Deputy Designated Safeguarding Lead	283	3311	Bishop Auckland Campus / Outreach Centres
Chief Executive (SWDT) Deputy Designated Safeguarding Lead	SWDT	6003	South West Durham Training
Director of 14-16 Learning/Head Teacher Durham Gateway Deputy Designated Safeguarding Lead	DG	1003	Durham Gateway

Designated team for Bishop Auckland College Group			
Contact	Room	Ext. number	Areas covered
Head of Admissions, Careers, Marketing & School Liaison	003	3341	Bishop Auckland Campus / Outreach Centres
Principal/Chief Executive	286	2209	Bishop Auckland Campus / Outreach Centres
Acting Director of Finance	275	3322	Bishop Auckland Campus / Outreach Centres
Head of Planning and Data Management	200	3421	Bishop Auckland Campus / Outreach Centres
Vice Principal Curriculum and Quality	264	2386	Bishop Auckland Campus / Outreach Centres
Head of IT Services	163	3361	Bishop Auckland Campus / Outreach Centres
Head of Schools	144 065 513 276 246	2259 2367 2249 2267 2216	Bishop Auckland Campus / Outreach Centres
Head of Apprenticeship Performance	268	3268	Bishop Auckland Campus / Outreach Centres
Head of Business Development	030	3269	Bishop Auckland Campus / Outreach Centres
Manager of Teacher Development	262	3286	Bishop Auckland Campus / Outreach Centres
Head of Quality and Higher Education	428	3289	Bishop Auckland Campus / Outreach Centres

Designated team for Allegations against members of staff			
Contact	Room	Extension number	Areas covered
Director of Service Standards	282	3308	Bishop Auckland Group
Head of HR	283	3311	Bishop Auckland Group
HR Advisors	283	3313	Bishop Auckland Group

Designated staff with safeguarding responsibilities			
Contact	Room	Extension number	Areas covered
Pastoral and Welfare Manager Student Services	Student Services	3248	Bishop Auckland Campus
Student Progress Mentors	Student Services	2375	Bishop Auckland Campus
Deputy Head Teacher - DG	DG	1003	Pre-16 provision
Pastoral and Learning mentor	DG	1003	Pre-16 provision
Pastoral and Learning mentor	SWDT	Contact via reception	SWDT

Designated Corporation members with safeguarding responsibility			
Contact	Room	Extension number	Areas covered
Chris Hutchinson	Contact can be made via John Banks (Clerk to the Corporation)	Ext 2322 or 01388 443138	Bishop Auckland Campus / Outreach Centres, Nursery, Pre-16 provision
Natalie Davison-Terranova	Contact via the Principal's Office	Ext 2207	South West Durham Training

The Designated Safeguarding Lead/Deputy will:

- Take lead responsibility for safeguarding/child protection in the Group (including online safety)
- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is radicalisation concern as required
- Support staff who make referrals to Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure & Barring Service as required
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Refer cases where a crime may have been committed to the Police as required – refer to NPCC – when to call the police
- Liaise with the Principal to inform them of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns, in cases which concern a staff member

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- The Designated Safeguarding Lead (and any deputies) are also most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns

The Designated Safeguarding Team will:

- Act as Duty Safeguarding Officers within the role of Duty Manager and be the first point of contact for staff and students in raising a safeguarding concern
- Work closely with the Group's Designated Safeguarding Lead, where appropriate, to support learners and make external referrals as appropriate
- Deal with individual cases, including attending case conferences and review meetings, if required
- Ensure the learner's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Be available to provide advice and support to staff on issues relating to safeguarding
- Will know how to make an appropriate referral
- Will be available to provide advice and support to other staff on issues relating to safeguarding
- Have received training in safeguarding issues and inter-agency working, as required by the Local Safeguarding Children's Board (DSCP) and will receive refresher training at least every 2 years
- Will undertake additional safeguarding training, as appropriate
- Meet regularly to monitor and review the Group's safeguarding practices, to ensure best practice is observed and consistency in application of the policy. The team will also receive reports with respect to the Group's safeguarding actions, facilitating data analysis to identify any emerging themes.

Other staff with safeguarding responsibility, appropriate to their area of work, will act as the first point of contact, for staff and students with a concern and will escalate to the Duty Safeguarding Officer in line with Appendix 9: Safeguarding: Raising a safeguarding concern.

5.0 The role of the Corporate Board

The Corporate Board will ensure that they comply with their duties under legislation, whilst having regard to the Keeping Children Safe in Education Guidance. The Board are responsible for ensuring that policies, procedures and training in the Group are effective and comply with the law at all times.

The Corporate Board will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These will include: safeguarding procedures (in accordance with government guidance and which refer to locally multi-agency safeguarding) and a staff code of conduct, which should include acceptable use of technologies, staff/student relationships and communications including social media.

The Corporate Board will ensure that appropriate safeguarding responses are in place to learners who go missing from the Group, particularly on repeat occasions, to help to identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future.

5.1 Designated Governor

The Designated Governor for safeguarding will take a lead on safeguarding and will act as one of the links between the Group management and the Corporate Board.

The Designated Governor is responsible for overseeing the liaison between agencies such as the Police and First Contact in connection with allegations against the Principal/Chief Executive or the

Designated Lead. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquires.

Designated Governors with responsibility for safeguarding issues can be contacted via the Principal/Chief Executive's Office.

Designated Governors are responsible for liaising with the Principal/Chief Executive and Designated Lead over safeguarding matters, ensuring that:

- The Group has a policy and guidance for staff which are consistent with the Durham Safeguarding Children Partnership, County Durham Multi-agency procedures and County Durham Safeguarding Adults Board procedures
- Regular reviews of the Group policy on Safeguarding are completed
- The governing body regularly reviews the Group policy on Safeguarding
- Receive bi-annual report from the Designated Lead, which will include a review of safeguarding matters, staff training and compliance of Safeguarding/Child Protection Policy

Designated Governor/s will receive the appropriate training in line with the Group principles to enable them to undertake these duties.

6.0 The role of all Group staff

As well as having designated roles in place, the Group does recognise that all staff have a role in the safeguarding of learners and providing a safe environment in which our students can learn. To this end all staff will:

- Receive an appropriate induction (and/or training) which ensures they are aware of systems within the Group which support safeguarding including: The Safeguarding/Child Protection Policy, Staff Code of Conduct, Safeguarding Allegations against a staff member Policy, the role of the Designated Lead, the Designated team and how to refer any concerns relating to safeguarding (including PREVENT)
- Receive safeguarding training and any updates relevant to their role
- Receive training in PREVENT, and any updates, relevant to their role
- Will read part 1 of the Keeping Children Safe in Education document
- Updates will be given at least annually

All Group staff should:

Be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

Be aware of the process for making referrals to children's social care/external agencies and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Know what to do if a learner tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead/Team and any relevant external agencies.

Never promise a learner that they will not tell anyone about an allegation, as that may ultimately not be in the best interests of the learner

All staff should be aware of systems within the Group which support safeguarding and these should be explained to staff as part of their induction. This should include:

- Safeguarding/Child Protection Policy
- Student Code of Conduct
- Behaviour/Disciplinary Procedure
- Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies)

Copies of the policies will be given to all staff along with Part 1 of the Keeping Children Safe in Education document, which staff will need to confirm that they have read.

What Group staff should look out for?

Any learner may benefit from early help, but all staff should be particularly alert to the potential need for early help for a learner who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

What to do if you have a safeguarding concern about a learner:

If staff have any concerns about a learner's welfare, they should act on them immediately. Staff members should follow the Safeguarding/Child Protection Policy and should contact the Duty Manager/Designated Safeguarding Officer immediately as well as completing a 'Safeguarding Alert and Referral Form' (ref: SS-RSC-01) with as much detail as possible (please refer to Appendix 9).

Options may include:

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

(If, in exceptional circumstances, there is no member of the safeguarding team available and you have to refer a concern to First Contact, or other agency, please inform the Duty Manager/ Designated Safeguarding Officer as soon as possible).

Staff should never assume a colleague or another professional will take action and share information that might be critical in keeping learners safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

The document 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers', supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead/ Deputy or the Quality Assurance Manager (Data Protection Officer). Fears about sharing information MUST NOT be allowed to stand in the way of the need to promote the welfare, and protect the safety, of learners. Please see section 8 of this policy, for further details on processing and sharing information.

If after the referral the learner's situation doesn't seem to be improved, the Designated Safeguarding Lead may press for reconsiderations to ensure their concerns have been addressed and, most importantly, that the learner's situation improves.

All staff should speak to the Designated Safeguarding Lead/Deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers/staff members to do this. If a teacher/ staff member, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they MUST report this to the police. In this situation, all staff must inform the Duty Safeguarding Officer immediately.

What to do if you have a safeguarding concern about a member of staff who may pose a risk to a child/learner:

If staff have concerns, or an allegation is made against a staff member, including supply staff and volunteers), this should be reported to the Designated Safeguarding Lead/Head of HR. Staff should make themselves aware of the policy 'Safeguarding Allegations against a staff member' which can be found on the staff portal

What staff should do if they have concerns about safeguarding practices within the College Group:

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the College Group's safeguarding regime, and know that such concerns will be taken seriously by the Corporate Board, Directorate and Senior Leadership Team.

There is a Public Interest Disclosure Policy in place which can be accessed via the staff portal, the Quality department or the HR department.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found on page 15 of the Keeping Children Safe in Education Guidance.

Early help

If early help is appropriate, the Designated Safeguarding Lead/Deputy/Duty Safeguarding Officer will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to social care for assessment for statutory services, if the learner's situation does not appear to be improving or is getting worse.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- The learner requires immediate protection and urgent action is required
- The learner is in need and should be assessed under section 17 of the Children Act 1989
- There is reasonable cause to suspect the learners is suffering or likely to suffer significant harm and whether enquiries must be made and the learner assessed under section 47 of the Children Act 1989
- Any services are required by the learner and family and what type of services
- Further specialist assessments are required to help the local authority to decide what further action to take
- To see the learner as soon as possible if the decision is taken that the referral requires further assessment

What to do if a learner is in immediate danger or is at risk of harm

If a learner is in immediate danger or is at risk of harm, a referral should be made to First Contact and/or the police immediately.

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead.

Where possible, the Group will aim to collect more than one emergency contact number for each learner. This will give the Group additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

What to do if you have a concern about safeguarding practices within the Group

Safeguarding is an absolute priority for the Bishop Auckland College Group. Our practices and procedures are transparent and reviewed on a regular basis. The Group wants all staff and volunteers to feel able to raise concerns about poor or unsafe practice and potential failures in the Group's safeguarding regime. Please be assured that these concerns will be treated seriously.

Should this be the case, staff should refer to the Group's Public Interest Disclosure Policy (ref: POL-HR-11). There is also a Whistleblowing Policy in place suitable for use by students.

7.0 Confidentiality

The Group recognises the need to maintain confidentiality and staff and governor/s must not under any circumstances discuss or disclose information to any person other than those immediately involved in any safeguarding issue, unless directed to divulge information to identified parties.

The Group will adhere to Data Protection and GDPR policies and procedures and will not share information unless it is acting to safeguard a learner. Whilst the Data Protection Act 2018 and GDPR places duties on organisations and individuals to process personal information fairly and lawfully, it cannot be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

All student safeguarding records will be stored confidentially and co located with learner records, held in student services.

8.0 Multi-agency working

The College Group has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body ensures that the College contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'. The College Group work closely with relevant partners in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements are in place. Locally, the three safeguarding partners (the local authority; the clinical commissioning group and the police) will make arrangements to work together with relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The college understands its role in the three safeguarding partner arrangements. Governors and senior leadership team as well as the safeguarding team should make themselves aware of and follow the local arrangements:

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they set out how they will work together and with any other relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisation by the arrangements.

The three safeguarding partners should make arrangements to allow all schools including those in multi-academy trust and college in the local area to be fully engaged involved and included in safeguarding arrangements. It is expected that locally the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies are under a statutory duty to cooperate with the published arrangements.

9.0 Information sharing

Information sharing is vital in identifying and tackling all forms of safeguarding issues.

As part of meeting a learner's needs, the Group recognises the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place that clearly set out the process and principles for sharing information with the Group, with safeguarding partners, other organisations, agencies and practitioners, as required. Staff must be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of the learner, whether this is when problems are first emerging, or where a learner is already known to local authority social care, whilst referring to the General Data Protection Regulation Policy (ref: POL-DP-01) at all times.

The Group and all staff must have due regard for their obligations under the Data Protection Act 2018 and the GDPR in relation to processing personal information fairly and lawfully and to keep the information which we hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Government bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- Being confident of the processing conditions which allow them to store and share information or safeguarding purposes including information which is sensitive and personal and should be treated as 'special category personal data'
- Understanding that safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so and that the sharing of information will enhance the safeguarding of a child in a timely manner

- but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk
- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and GDPR. Where in doubt, school is should seek independent legal advice.

Further information on the sharing of information can be found in Chapter one of 'Working Together to Safeguard Children', 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers', 'The Information Commissioner's Office' (ICO) and Data Protection; toolkit for schools.

Where a learner has left the Group, the Designated Safeguarding Lead/Designate should ensure their child protection/safeguarding file is transferred to the educational establishment/organisation as soon as possible, ensuring transit, and confirmation of receipt should be obtained, using form 'Transfer of Confidential Information Declaration Form' (ref: DP-IS-03). Where relevant, this will be sent separately from any other student files. Where the Organisation receives such a file, they must ensure that key staff such as the Designated Safeguarding Lead, Pastoral and Welfare Manager and SENCO (where relevant) are aware.

The Designated Safeguarding Lead will, in addition to the child protection/safeguarding file, consider if it would be appropriate to share any information with the new educational establishment/organisation. For example, information that would allow the new establishment to continue supporting victims of abuse and have the support in place for when the learner arrives.

10.0 Opportunities to teach safeguarding

Learners within the College Group should be taught about safeguarding, including online safety and this should be considered as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education. The Government has made regulations which will make the subjects of Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

11.0 Online Safety

The College Group will have due regard to safeguard learners from potentially harmful and inappropriate online material. As such, the Group ensures that it has appropriate filters and monitoring systems in place

Refer to Appendix 5 for further information.

12.0 What to do if you have concerns about another staff member

Corporate Board should ensure that there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they pose a risk of harm to children.

Refer to the policy 'Safeguarding; Allegations against a member of staff' (ref: POL-HR-12) available on the staff portal or from Human Resources.

13.0 What to do if you have concerns about peer on peer abuse

It is extremely important to recognise that learners are capable of abusing their peers. The Group endeavors to minimize any risk of this. However, it is important to remember that abuse is abuse no matter who it is from and will never be tolerated at Bishop Auckland College Group, nor should it be passed off as 'banter' or 'part of growing up'.

As with any safeguarding concerns, if you have any concerns that a learner may be abusing another learner, including sexting and gender-based bullying, this should be alerted to the Duty Safeguarding Officer.

14.0 Safer Recruitment

The Group is committed to safer recruitment of its staff and volunteers, for full information on safer recruitment, please refer to the Safer Recruitment Policy (ref: POL-HR-05) or contact the Head of HR.

15.0 Staff Training

The Corporate Board will ensure that staff undergo:

- Safeguarding and child protection training (including online safety) within their induction at the Group
- Safeguarding training will be updated annually, and will be in line with advice from the three local safeguarding partners
- Staff will also receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually to provide them with relevant skills and knowledge to safeguard learners effectively
- All staff will receive training in relation to the Prevent Duty
- All staff will receive training in relation to British Values
- All HR staff will be expected to attend Safer Recruitment Training every 3 years
- All Managers or staff who have responsibility for recruitment will be expected to have had Safer Recruitment Training (in-house via the Head of HR or through the DSCP)
- The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will be expected to receive specific training to equip them to carry out the role, including Safeguarding Process Level 2 (or equivalent) Safeguarding Training and wherever possible, advanced safeguarding training
- All Duty Safeguarding Officers will be expected to receive specific training to equip them to carry out the role including Safeguarding Process training or equivalent Level 2 training.
- All Corporate Board members will be expected to carry out safeguarding training
- Key staff will be given the opportunity to attend other relevant training such as in relation to specific safeguarding issues, LADO training or in relation to safer recruitment.

In recognition of the training which staff receive and the expertise they build, the opportunity will be given to key staff to contribute to and shape safeguarding arrangements and Safeguarding/Child Protection policy

16.0 The use of reasonable force

The Group would always advise a policy of 'no contact' wherever possible, however, there are circumstances when it is appropriate for staff in the Group to use reasonable force to safeguard learners. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain learners. This can range from guiding a learner to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of a classroom.

The decision on whether or not to use reasonable force to control or restrain a learner is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving learners with SEN (Aspire students), the Group recognises the additional vulnerability of these specific learners.

By planning positive and proactive behaviour support and agreeing them with parents/ carers, the Group can reduce the occurrence of challenging behaviour and the need to use reasonable force.

For further information, please refer to the policy 'Positive Behaviour Support for Learners with SEND (Aspire)'.

17.0 Related documents

Equality and Diversity Policy	POL-ED-01
Anti-Bullying and Harassment Policy	POL-SS-01
Behaviour/Student Disciplinary Procedure	BAC-SS-01
Student Disclosure of Criminal Convictions, Reprimands or Final Warnings	BAC-CSS-06
Student Handbook	
Off Site Visit Procedure	BAC-SS-03
Safeguarding Allegations against a member of staff	POL-HR-12
Safer Recruitment Policy	POL-HR-05
Staff Code of Conduct	HR-DP-01
Multi Faith Prayer Room Policy	
Freedom of Expression Policy	
Visitors, Contactors and Commercial Delegates Procedure	BAC-SS-05
DfE, Keeping Children Safe in Education	
DfE, Working Together to Safeguard Children	
Safeguarding Alert and Referral Form (including Missing learners: Risk Assessment Form)	SS-RSC-01
School Provision: Service Level Agreement	
E-Safety Policy	POL-IT-05
Acceptable Use of IT Policy	POL-IT-07

18.0 Policy Review

This policy will be reviewed annually or following any internal Group changes or any changes to legislation and guidance issued by relevant bodies and submitted to the governing body for review and approval.

For further information, contact:

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Appendix 1

Safeguarding: Pre-16 Learners

1.0 Introduction

This appendix relates to Pre-16 learners only and is to be read in conjunction with the Group's Safeguarding/Child Protection Policy which articulates the full safeguarding responsibilities of the Group.

2.0 Policy Statement

Changes in the provision of education and associated funding have facilitated the opportunity for organisations to deliver funded education to Pre-16 year olds. With these changes, emerges a need to ensure that robust procedures are in place to safeguard Pre-16 learners and ensure that the Organisation's safeguarding requirements and duty of care extending to Pre-16 learners are fully comprehensive. As Pre-16 provision increases and learners are referred independently for learning provision, additional and specific arrangements are required in addition to the overarching Safeguarding/Child Protection Policy.

3.0 Principles of the policy

This aspect of the policy relates to the additional and specific arrangements for Pre-16 learners enrolled or referred to the Organisation, for learning provision and covers the following:

- 3.1 At the point of referral of a Pre-16 young person for a programme of study with the Organisation, a request will be made to the referring organisation to provide contextualised background information in relation to the learner.
- 3.2 Only following receipt of the above information will an admissions interview be arranged in line with the admissions process. An application form/agreement will be required to be completed by the Pre-16 young person prior to, or during the admissions interview. The admissions interview will be completed by the relevant appropriate designated person i.e. Director of 14-16 Learning/Head Teacher Durham Gateway and associated organisation admissions documentation will be completed.
- 3.3 If the young person is suitable for the learning programme, arrangements will be made to complete an assessment to assess suitability to attend the Organisation, including identifying any specific safeguarding concerns that the Organisation will need to address.
- 3.4 If the outcome of the assessment is that the young person is able to study at the Organisation then enrolment will be completed and arrangements to start a trial or the programme of learning will be agreed. Prior to commencement, any requirements emerging from the assessment will be implemented in readiness for the learner starting their trial/programme and where appropriate a support plan/risk assessment will be completed and agreed with the learner and the referring organisation.
- 3.5 All Pre-16 learners will be supported by a Pre-16 Pastoral and Learning Mentor who will monitor attendance and participation in learning of the young person and will ensure that the relevant and appropriate pastoral and welfare support is provided. The Pre-16 Pastoral and Learning Mentor in liaison with the relevant Tutor/Designate will ensure that any assessment and support plans are implemented, monitored, reviewed and adjusted to meet the needs of the Pre-16 learner.
- 3.6 Interim review meetings will be held with the learner and the referring organisation to discuss learner progress and any emerging academic, pastoral, welfare or safeguarding concerns.

4.0 Safeguarding concern

If a safeguarding concern is raised in respect of a Pre-16 learner the Designated Safeguarding Lead/Designate will be contacted without delay and the relevant documentation completed as outlined in Appendix 9: Safeguarding: Raising a Safeguarding Concern. The referring organisation for the Pre-16 learner will be contacted immediately and agreed action will be taken.

Appendix 2

Safeguarding: Prevent Duty

1.0 Introduction

This appendix to the Bishop Auckland College Group's Safeguarding/Child Protection Policy relates to the Prevent Duty and the requirements placed upon further education organisations to ensure it safeguards learners from being radicalised and drawn into extremism and terrorism. This appendix is to be read in conjunction with the Group's Safeguarding/Child Protection Policy which articulates the full safeguarding responsibilities of the Group and the implementation of the Prevent Duty across the Group. The Group's Designated Safeguarding Lead also has responsibility for the Prevent Duty within the Group.

2.0 Policy Statement

The Counter –Terrorism and Security Act 2015 places a duty on certain bodies in the exercise of their duties to have 'due regard to the need to prevent people from radicalisation, extremist influences and being drawn into terrorism. The Counter Terrorism Strategy - CONTEST- has four elements **Pursue – Protect – Prepare – Prevent**.

The Prevent Strategy, part of the governments overall Counter-terrorism strategy is to reduce the threat to the UK from terrorism and places a duty on institutions including further education to ensure robust procedures are in place to safeguard learners from being radicalised and drawn into terrorism.

The key theme of the Prevent is to **NOTICE-CHECK-SHARE**, remaining observant and vigilant to ensure concerns are reported early to facilitate intervention.

3.0 Principles of the Policy

Organisations need to be aware of these risks to protect vulnerable individuals from being radicalised and drawn into terrorism by extremist groups.

The Group will:

- Engage with external partners including but not limited to the Police and BIS (Business Innovation and Skills) Prevent Co-ordinator
- Provide representation at local police inter agency and Silver Contest meetings
- Provide training to all staff including governors on Counter Terrorism, The Prevent Duty and British Values and ensure that any Group sub-contractors understand the Group's Safeguarding/Child Protection Policy and the prevent duty
- Risk Assess the Group's management of internal policies and procedures in relation to the Group's buildings and access arrangements
- Have in place relevant internal task groups which have been established to take forward the Group's duties under the Counter-terrorism and Security Act.
- Have in place a student whistle blowing policy, alongside the staff policy
- Seek the views of learners on implementing the Prevent Duty within the Group
- Ensure learners have an understanding of terrorism, radicalisation and the Groups Prevent Duty to safeguard against being drawn into terrorism
- Ensure learners have an understanding of British Values and Equality and Diversity and actively encourage respect with particular regard to the protected characteristics set out in the Equality Act 2010
- Provide additional opportunities within the Group's curriculum to educate and challenge learners and to exemplify British values
- Ensure transparent policies are in place for access to multi faith prayer rooms and other faith related facilities

- Ensure a Freedom of Expression Policy is in place to clarify the Group's responsibilities to promote freedom of expression

4.0 Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the Group's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a politic, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in learner's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying learners who might be at risk of radicalisation and act proportionately but where required, refer to the Duty Safeguarding Officer. This may include making a Prevent referral.

The Group are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of the Group's wider safeguarding obligations.

The Designated Safeguarding Lead and other staff with safeguarding responsibilities will familiarise themselves with the revised Prevent duty guidance: for England and Wales.

5.0 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the College may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The Designated Safeguarding Lead and those with responsibilities for safeguarding will be aware of local procedures for making a Channel referral. As a Channel partner, the Group may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

6.0 Safeguarding Concern

6.1 Learners

If a learner is displaying signs of behaviour that raises a concern that they are being radicalised (see Appendix 6: Recognising a safeguarding concern), or if the learner is voicing extreme views and/or exerting influences over other learners a safeguarding concern will be need to be raised. The Duty Safeguarding Officer will be contacted without delay and the relevant documentation completed as outlined in Appendix 9: Safeguarding: Raising a Safeguarding Concern. Where appropriate a referral will be made to the police and subsequently the Channel programme, after liaison and advice from the police.

6.2 Staff

If a member of staff is verbalising views that are considered extremist views that have the potential to influence learners and other staff or is displaying behaviour associated with radicalisation (see Appendix 6: Recognising a safeguarding concern), a safeguarding concern will be raised without delay in line with Appendix 9: Raising a safeguarding concern and reported to the Duty Safeguarding Officer who will contact the Head of Human Resources. The Head of Human Resources will handle the report in line with the Group's policy 'Safeguarding: Allegations against a member of staff' (ref: POL-HR-12).

Appendix 3

Safeguarding: Children missing from education

1.0 Introduction

This appendix to the Safeguarding/Child Protection Policy sets out the Group's protocols for children missing from education. When a child goes missing or runs away from home or their care placement they are at risk and safeguarding children therefore includes protecting them from this risk. Although local authorities are responsible for protecting children whether they go missing from the family home or the local authority care, the Group also has a duty of care within its safeguarding responsibilities to protect learners from the risks associated with going missing and to help protect young people from going missing.

2.0 Policy statement

There are particular concerns about the links between missing children and child sexual exploitation. Missing children are also vulnerable to other forms of exploitation including drug and alcohol misuse, violent crime and gang exploitation.

Most learners in the Group are post 16, although learning provision is provided for learners Pre-16 and the duty of care to safeguard children includes these learners (see Appendix 1: Safeguarding: Pre-16 learners). Learners 16 or 17 who go missing are no less vulnerable than younger children and are equally at risk, particularly of sexual exploitation or involvement with gangs.

To ensure full compliance with its safeguarding responsibilities the Group will work closely with local authorities to ensure the risk of children going missing from the premises is minimised and protocols are in place to fulfil safeguarding responsibilities. For looked after children additional protocols may also be required to be in place in regard to children missing from care.

3.0 Principles of the policy

The Group will work closely with local authorities and external agencies to prevent and reduce the risk of learners going missing from the family home or from a care placement and has in place protocols for learners missing from the family home. These protocols are detailed below and differentiated by age of the learner.

3.1 Learners Pre-16

Appendix 1 details the policy for safeguarding Pre-16 learners. This aspect of the policy only applies to Pre-16 learners who go missing from the Organisation.

- All Pre-16 learners are allocated a Pre-16 Pastoral and Learning Mentor whose responsibilities include: monitoring learner attendance on a daily basis. For any Pre-16 learner absent from the Group following an attendance check, contact will be made immediately with the referring organisation and parent/carer to report the learner's absence. The referring organisation will be required to follow up any non-attendance in line with the Agreement. The learner's assessment plan may also include reporting of any absence to additional contacts and these will be contacted also. The Group will monitor the absence with the referring organisation and any associated or subsequent action that may be taken.

3.2 Learners 16 – 18

- All Group full time 16 – 18 learners are allocated a Student Progress Mentor whose responsibilities include monitoring learner attendance on a daily basis and contacting learners and their parents/carers when not in attendance.

Where no contact is able to be made with the learner or their parent/carer after 24 hours a safeguarding concern will be raised in line with Appendix 9: Raising a Safeguarding Concern. The Duty Safeguarding Officer will undertake a risk assessment of the learner and categorise the situation as Low/Medium/High given the information that is known about the learner from records and any mitigating factors that may affect attendance. A risk assessment will be completed every 24 hours where contact is unable to be made with the learner or their parent/carer (during organisational hours). When the risk assessment reaches High a member of staff may be designated to make a welfare visit at the learner's residence. If the learner is still unable to be located the police will be contacted to investigate further.

3.3 Learners in Care

- Where learners in care commence a programme of study at the Group, protocols will be agreed with the Carer/designate where appropriate on arrangements and responsive action if the learner does not attend the specified organisation on the designated day and times. These protocols will be different for each learner depending on the associated risks and the learner history. The Student Progress Mentor will monitor learner progress and ensure individual learner protocols are followed and implemented should the learner in care go missing and a safeguarding concern will be raised.

4.0 Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Group staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

The Group has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female mutilation and forced marriage.

Appendix 4

Safeguarding: Children potentially at greater risk of harm

Children potentially at greater risk of harm

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

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, where this happens, the designated safeguarding lead/designate will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The college has an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Governing body ensures that there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The College can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

Looked-after-child – a child who is looked after by a local authority, as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who are voluntarily accommodated by a local authority.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Group endeavours to ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, it is important that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and also have information about the child's contact arrangements with birth parents or those with parental responsibility. Key staff will also require information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have full details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Care leavers

Local authorities have on-going responsibility to the young people who cease to be looked after and become care leavers. This includes, keeping in touch with them, preparing an assessment of their needs and

appointing a personal adviser who develops a pathway plan with a young person. The plan describes how the local authority will support the care leaver to participate in education or training.

Learners with special educational needs and disabilities

Learners with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Group recognises that additional barriers can exist when recognising abuse and neglect in this group of learners. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's disability without further exploration
- Be more prone to peer group isolation than other children
- The potential for learners with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Appendix 5

Safeguarding: Online safety

1.0 Introduction

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers the College Group to protect and educate the whole organisation community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issue classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material, for example pornography, fake news, racist or radical and extremist views
- Contact: being subjected to harmful online interaction with other users for example: commercial advertising as well as adults posing as children or young adults and;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm for example, making, sending and receiving explicit images or online bullying.

2.0 Education

Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

3.0 Protecting children

The College Group does all that can be reasonably done to limit learner's exposure to the above risks from the college's IT system. As part of this process, the Corporate Board ensures that the College Group has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of our learners, and provide them with a safe environment in which to learn, consideration is given to the age range of our learners, the number of learners, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for the college and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture for the College to consider, it is only one part. The Governing Body considers a whole college approach to online safety, this includes a policy on the use of mobile technology in the College. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G, in particular the College carefully considers how this is managed on the premises.

Whilst it is essential that the Governing Body ensures that appropriate filters and monitoring systems are in place, they are careful that ‘overblocking’ does not lead to unreasonable restrictions as to what learners can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: safeguarding-in-schools-colleges and-other-providers and safeguarding-and-remote-education

4.0 Staff training

Corporate Board ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including on-line safety, that on-line safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Appendix 6

Safeguarding: Recognising a Safeguarding Concern

The following information is provided on the specific safeguarding issues, types of abuse and neglect and radicalisation to support staff in recognising and raising a safeguarding concern. If any staff members require any additional support in order to deal with any of the above issues, please contact a member of the Designated Safeguarding Team.

Issues with learners outside of Group

Safeguarding incidents and/or behaviours can be associated with factors outside of the Group and/or can occur between children outside of the Group. All staff, but especially the designated safeguarding lead/Duty Safeguarding Officers, should consider the context within which such incidents and/or behaviours occur. This is known as: **Contextual Safeguarding**.

This means assessments of learners should consider whether wider environmental factors are present in a learner's life that are a threat to their safety and/or welfare. Children's social care assessments will consider such factors so it is important that schools and organisations provide as much information as possible as part of the referral process. This will allow any assessment to consider all of the available evidence and the full context of any abuse.

Abuse

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

Physical abuse

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

Recognising Physical Abuse

The following are some examples which are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment e.g. anxious, indiscriminate or not attachment
- Aggressive behaviour towards others
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Sexual abuse

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

Recognising Sexual Abuse

A person may be sexually abused and be scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Neglect

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

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

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A person seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Thrives away from home environment
- Frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Further information for some specific safeguarding issues:

Bullying including cyberbullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Drugs

Drugs include alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances unless otherwise specified.

Fabricated or induced illness

There are three main ways for a carer to fabricate or induce an illness. These are not mutually exclusive and include fabrication of signs and symptoms and may include fabrication of past history; fabrication of signs and symptoms and falsification of hospital records and specimens of bodily fluids; induction of an illness by a variety of means

Faith abuse

This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray; ritual murders; use of belief in witchcraft or magic to create fear to make children more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Female Genital Mutilation

(FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject

FGM mandatory duty for teachers

Section 5B of the Female Genital Mutilation Act 2003, places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. However, it will be rare for teachers to see visual evidence, and they should not be examining learners.

Information on how to make a report can be found at: 'Mandatory reporting of female genital mutilation procedural information'

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still discuss this with the Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence (or in cases where the woman is 18 or over. In these cases, teachers should follow normal safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and organisations can play an important role in

safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and organisations.

Gangs and youth violence

‘Street gangs’ for whom crime and violence are a core part of their identity.

Gender based violence/violence against women and girls (VAWG)

The violence, physical, sexual or otherwise, stalking and harassment and female genital mutilation

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and organisation staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances.

Mental Health

Good or positive is more than the absence or management of mental health problems; it is the foundation for wellbeing and effective functioning both for individuals and their communities

All staff should be aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe a learner day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where learners have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these learners’ experiences. Can impact on their mental health, behaviour and education.

If staff have a mental health concern about a learner that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or deputy.

The department has published advice and guidance on Preventing and Tracking Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges).

Operation Encompass Operation

Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

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

Peer on Peer Abuse

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

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of the organisation staff through the normal course of their interaction and promotion of learning activities with children.

The organisation should then notify the Local Authority to allow them to check the arrangement is suitable and safe for the child

Further information on private fostering can be found in the 'Keeping Children Safe in Education Guidance', Annex A

Radicalisation

Radicalisation can be defined as 'the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is an intent towards, or support for violence.

Driving factors behind radicalisation can include:

- Lack of integration
- Identify crisis and/or isolation
- Discrimination
- Foreign policy and/or internal crises or disputes
- Political movements
- Ideologies and faiths

Often it is vulnerable people who are targeted for radicalisation and can include those that:

- Have low self esteem
- Feel isolated
- Experience pressure from peers
- Have a lack of direction or purpose
- Feel guilt, loss, isolation, anger or fear
- Have suffered a family breakdown

Signs of radicalisation can manifest itself in several ways including

- Mood swings
- Anger
- Physical appearance
- Verbally expressing opinions, different to generally accepted values

There is no stereotype for people who hold extremist views and the above are only examples or circumstances that can drive someone to terrorism but the often lead is a sense of injustice – be that on a personal or more far reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda.

Serious Violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice is provided in the Home Office's 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county lines' guidance

Sexting

The exchange of self-generated explicit images, through mobile picture messages or webcams over the internet.

So-called 'honour-based' abuse (including FGM and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA,

they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Trafficking

The recruitment, transportation, transfer, harbouring, or receipt of persons, by means of the threat of the use of force or other forms of coercion, of abduction, of fraud, or deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments of benefits to achieve the consent of a person having control over another person for the purpose of exploitation.

Specific Safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

Specific safeguarding issues are detailed below with some detail on further information which is available:

Abuse of Safeguarding issue	Guidance/ Advice available	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various information/guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship Abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year old witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing from education	DfE statutory guidance
	Children missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug & alcohol prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation; multi-agency statutory guidance	DfE, DH and HO statutory guidance

Abuse of Safeguarding issue	Guidance/ Advice available	Source
	Forced marriage; statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness; safeguarding children	DfE Department for Health and Home Office
	Rise Above; Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions, supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE statutory guidance
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Education Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and organisations	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and organisations	DfE advice
	Serious violence strategy	Home Office strategy

Appendix 7

Safeguarding: Sexual Violence and Sexual Harassment

1 Introduction

This appendix sets out the Group's protocols for child sexual violence and sexual harassment.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexuality or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Further information can be found below and in appendix 6.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance to:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

2 What is sexual violence and sexual harassment?

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or

penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual ‘jokes’ or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media and
 - Sexual exploitation, coercion and threats

Upskirting –The Voyeurism (offences) Act which is commonly known as the Upskirting Act came into force on 12 April 2019. Upskirting is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, stress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

3 Responding to reports on sexual violence and sexual harassment

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Do not promise confidentiality and only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed on to
- Disclosures are likely to be to someone the person trusts, be supportive and respectful
- Listen carefully, being non-judgemental, being clear regarding boundaries, not ask leading questions and only open questions, where, when, what etc.
- Immediately write up a thorough summary following the report
- Only record facts as told and not personal opinion of the note taker
- Where the report includes an online element, be aware of the searching screening and confiscation advice and UKCCIS sexting advice. Staff should not view or forward illegal images of a child
- Where possible reports should be taken with two members of staff present (one to be a Designated Safeguarding Officer)

4 Risk Assessment

Where there has been a report of sexual violence an immediate risk assessment should be undertaken. Where there has been a report of sexual harassment the need for a risk assessment should be considered on a case-by-case basis. The risk assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children (and if appropriate adults and staff)

Risk assessments should be kept under review and held confidentially in Student Services. Any risk assessments undertaken from expert professionals should be taken into account to update the Organisation risk assessment.

5 What to consider:

- The wishes of the victim as to how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be undertaken and the support that they will be offered
- The nature of the incident including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the people involved
- The developmental stages of the people involved
- Any power imbalance between the people involved e.g. is the alleged perpetrator significantly older, more mature or more confident, have a disability or learning difficulty
- Is the alleged incident a one-off or a sustained pattern of abuse?
- Are there ongoing risks to the victim, other children, adults or staff?

6 Options to manage the report

Manage internally

All outcomes should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded on the Safeguarding Alert and Referral Form and the Designated Safeguarding Lead informed.

In some cases of sexual harassment e.g. one-off incidents, the Duty Safeguarding Officer may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through the Behaviour/Disciplinary Procedure, Anti-Bullying Policy and by providing pastoral support.

Early Help

It may be decided that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to First Contact (Children's Social Care)

- A referral to First Contact should be made where a child has been harmed, is at risk of harm, or is in immediate danger
- Children's Social Care will make enquiries to determine whether any of the children involved are in need of protection or other services
- The Group will work alongside the relevant Social Worker and collaborative working will help ensure the best possible package of coordinated support for the victim and where appropriate the alleged perpetrator and any other children that require support
- The Group should not wait for the outcome from Children's Social Care before protecting the victim and any other children. Consideration of safeguarding the victim, alleged perpetrator and any other children directly involved in the report should be **immediate**
- If Children's Social Care decide that a statutory intervention is not appropriate, the Group can refer again if they believe the child remains in immediate danger or at risk of harm.

Reporting to the Police

Any report to the Police will generally be in parallel with a referral to Children's Social Care (as above):

- Where a report of rape, assault or penetration or sexual assault is made the starting point is that it should be passed on to the Police.
- Where a report has been made to the Police, the Group should consult with the Police and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity. The Designated Safeguarding Lead/ Deputy must be informed immediately.
- In some cases, the Police may take no further action and it is then important for the Group to engage with specialist support for the victim as required.

Considering Bail Conditions

- The use of Police bail will only be used when deemed necessary and proportionate in exceptional circumstances. Consideration will be given to less invasive options to safeguard victims and witnesses and the administration of justice. It is likely that a child may attend the Group's premises on Police bail with conditions attached if there are alternative measures to mitigate any risk.
- In the absence of bail conditions when there is a criminal investigation early engagement and joined up working between the Group, Children's Social Care and the Police will be critical to the victim, alleged perpetrator and any other children involved. Advice can be sought from the Police to assist with the Group's safeguarding responsibilities.
- 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.
- Where bail is deemed proportionate and necessary, the Group should work with Children's Social Care and the Police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Managing any delays in the criminal process

- There may be delays in any case being progressed through the criminal justice system. The Group **should not wait** for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the Group. The risk assessment will help inform any decision.
- Whilst protecting the children and/or taking any disciplinary measures against the alleged perpetrator it is important to work with the Police and any other agencies as required to ensure any actions undertaken by the Group do not jeopardise the police investigation.
- If the Group have any questions about the investigation they should ask the Police who will help and support the Group as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence the Group will update the risk assessment and ensure relevant protections are in place for all children. If the perpetrator remains in attendance at the Groups facilities, with the victim, the Group should be clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the Group think are reasonable and proportionate with regard to the perpetrator's timetable.
- It is important that the Group ensure both the victim and alleged perpetrator remain protected especially from any form of bullying or harassment from other students in attendance.

- Where cases are classified as 'no further action' by the Police or Crown Prosecution Service or where there is a not guilty verdict the Group should continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The Group should discuss any decisions with the victim in their light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

7 Ongoing Response to the Report

Safeguarding and supporting the victim

- Consider the age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The nature of sexual violence and sexual harassment means a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount in any response. It is important that they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish should be able to continue in their normal routine.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name calling is likely to be vastly different from that for a report of rape.
- Support can include:
 - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. Police and Social Care Agencies can signpost to this service
 - CAMHS (Child and Adolescent Mental Health Services)
 - Rape Crisis Centre's
 - Internet Watch Foundation
- It is essential that dialogue is kept open and encouraged as victims may not disclose the whole picture immediately.
- Some victims of sexual violence are likely to be traumatised and in some cases may struggle in a normal classroom environment. There may be times when the victim finds it difficult to maintain a full-time timetable and therefore a physical space should be provided for victims to withdraw if necessary.
- If the trauma results in the victim not being able to remain in the Group and they request to attend an alternative provision. The Group should make the new establishment aware of the ongoing support needs and the transfer of the child protection file.

Safeguarding and supporting the alleged perpetrator

- Consider the age and developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them
- Support and any sanctions should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs as well as potentially posing a risk of harm to others. Harmful sexual behaviours in young children may be and often are a symptom of their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate from Children's Social Care, specialist sexual violence services and the Police.
- If the alleged perpetrator moves to another education establishment then the new establishment should be made aware of any ongoing support needs, where appropriate potential risks to other children and staff and the transferring of the child protection file.

For further information on dealing with a report on sexual violence and sexual harassment please refer to Part 5 of the Keeping Children Safe in Education Guidance.

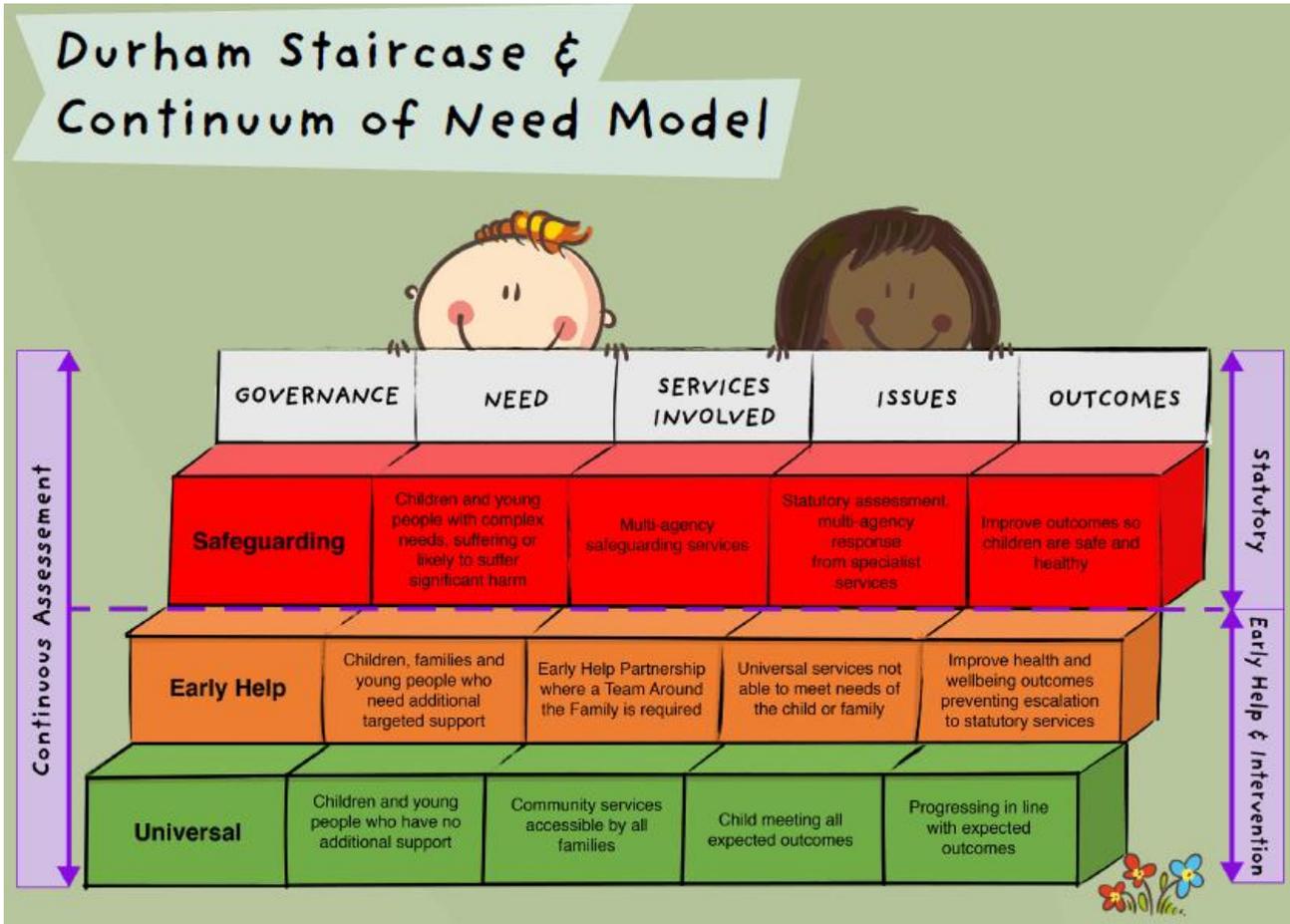
A copy can be obtained from Student Services or

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Appendix 8

Safeguarding: Durham Staircase and Continuum of Need Model

The following is Durham’s Staircase and continuum of need which is referred to in Durham Safeguarding Children Partnership’s Durham Threshold Guidance, Meeting the Needs of Children and Families in County Durham 2020.



Appendix 9

Safeguarding: Raising a Safeguarding Concern

1 Raising a safeguarding concern

If a member of staff has a safeguarding concern about a learner which can be from a disclosure by the learner, information from other learners or discovered by the staff member, the Duty Safeguarding Officer/relevant Designated Safeguarding Lead is to be contacted without delay. The member of staff raising the concern will then complete **Section 1** of the Safeguarding Alert and Referral Form (ref: SS-RSC-01) and, where possible, if appropriate the student should sign the form to confirm that the report is a true record of the safeguarding concern. The staff member will then discuss the concern with the Duty Safeguarding Officer/relevant Designated Safeguarding Lead and provide the completed form (SS-RSC-01).

If anyone other than the Designated Safeguarding Lead makes the referral, they should inform the Designated Safeguarding Lead. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral if that information not be forthcoming. The online tool 'Reporting child abuse to your local council' directs staff to their local children's social care contact number.

The Duty Safeguarding Officer/relevant Designated Safeguarding Lead will discuss the concern with the Designated Safeguarding Lead/Deputy or another member of the Designated Team in the absence of the Designated Safeguarding Lead and jointly agree a course of action. The Duty Safeguarding Officer/relevant Designated Safeguarding Lead will complete **Section 2 onwards** of the Safeguarding Alert and Referral Form (ref: SS-RSC-01).

In emergency situations (e.g. where there is a risk of severe physical injury), where immediate action is needed to safeguard the health or safety of the individual or anyone else who may be at risk, the emergency services will be contacted immediately. Where a crime has been committed or is suspected within a safeguarding concern, the police will be contacted immediately.

2 Dealing with a safeguarding concern:

Depending upon the age and circumstances of the learner the overarching Safeguarding/Child Protection Policy will apply and in addition one of the several appendices may also apply. The Duty Safeguarding Officer/Designated Safeguarding Lead will ensure that the correct and appropriate action is taken in line with the Group policy and processes.

3 Referring a safeguarding concern

If after careful assessment the Duty Safeguarding Officer and the Designated Safeguarding Lead/Deputy/Designated Team member considers that there is a reasonable cause to refer to First Contact or other relevant agencies, this must be done without delay. This is in line with the DSCP child protection procedures.

The Duty Safeguarding Officer/Designated Safeguarding Lead will discuss with **First Contact** what action should be taken and will also agree if the parents/carers/guardians/next of kin will be informed unless to do so would put the learner at risk. The Duty Safeguarding Officer/Designated Safeguarding Lead will record the discussion and action agreed in **Section 5** of the Safeguarding Alert and Referral Form (ref: SS-RSC-01).

4 The Designated Safeguarding Lead will read and countersign all Safeguarding Alert and Referral Forms (ref: SS-RSC-01).

Appendix 10

Safeguarding and response to COVID-19

There have been significant changes within our setting and within the UK in response to the outbreak of COVID-19.

This annex sets out some of the adjustments within the Bishop Auckland College Group (to include SWDT) in line with legislation and advice from Government and local agencies.

The current position is that, following government guidance we are operating on a mixed model timetable for students, some face-to-face sessions and some remote sessions.

Despite the changes, the Organisation's Safeguarding/Child Protection Policy (ref: POL-CP-01) is fundamentally the same: the welfare of children and young people always comes first, staff should respond robustly to safeguarding concerns and referrals should continue to be made in line with our established safeguarding procedure.

The pressures on children, young people and their families at this time are significant. There will be heightened awareness of family pressures for a variety of reasons, including through having to stay within the household, through financial hardship or health anxiety. These areas should be considered in terms of setting any work for students to undertake at home (including recognising the impact of online learning and ability to access online resources). Staff may be aware of the mental health of both students and their parents or carers and should refer to safeguarding about any emerging concerns.

Student Progress Mentors will follow-up student absences from both face-to-face sessions and remote sessions. A weekly welfare and progress check-in will take place with those full-time students who are self-isolating. Contact will be made via telephone calls, texts, emails or other appropriate methods of communications.

All contact information must be logged on eTrackr by all staff.

Where it has not been possible to make contact with a full-time student who has been absent within a 24hr period it will then be raised and discussed as a potential safeguarding concern. Information relating to the student will be obtained from eTrackr so that any appropriate actions and/or interventions can be agreed on an individual basis.

Reporting arrangements

We will be operating during normal business hours: 8.45am – 9.00pm (Monday & Wednesday) and 8.45am – 5.00pm (Tuesday, Thursday and Friday).

Staff must continue to follow safeguarding procedures and inform the Duty Safeguarding Officer immediately about concerns they have about any child, whether in College or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards. Safeguarding Officers can discuss any concerns with the Designated Lead Safeguarding (DLS) Officer:

Bishop Auckland College – Clare Wray
Durham Gateway – Kim Turnbull
South West Durham Training – Stephen Harrison
Nursery – Leanne Jones/Donna Blackmore

The Safeguarding Alert and Concern form (ref: SS-RSC-01), should be completed. This can be obtained from either Student Support or the [Staff Portal](#).

Normal safeguarding procedures apply for referrals to children's services. This contact will go through a member of the safeguarding team who will follow appropriate measures in seeking the appropriate and necessary support.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a college closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other education establishments as an interim measure and similar.

Risk online

Young people will be using the internet more during this period. The Organisation is also using online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when students are learning at the Organisation. The Organisation continues to ensure appropriate filters and monitors are in place.

It is extremely important that professional boundaries do not slip during this exceptional period and protocols for online working have been issued.

Mental Health

Restrictions to movement and contact with other people means students are more likely to be at risk of mental health problems. The Organisation should make students and their families aware of where further support can be found. The Department for Education have produced guidance to support parents.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

The Organisation Emotional Resilience Nurse (Paula) can offer assistance either face-to-face or remotely to students and she can be contacted either via a Student Progress Mentor or directly on 07392 194326.

The following organisations can also provide support:

www.kooth.com – Free online emotional wellbeing and counselling with self-help articles

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing>

<https://www.mind.org.uk/information-support/helping-someone-else/>

Calm Harm App – A phone app providing help for those who use self-harm as a coping strategy;
<https://calmharm.co.uk/>

Allegations or concerns about staff

With such different arrangements in place, young people could be at greater risk of online abuse. We remind all staff to remain vigilant whether working in the building or remotely and maintain the view that 'it could happen here'. All staff are reminded to immediately report any concerns, no matter how small, to:

The relevant Designated Safeguarding Lead (as above) or Lisa Campbell (Head of HR and Deputy Safeguarding Lead) for the whole group

Any agency staff or volunteers working with students during the closure will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

New staff or volunteers

All new starters must have an online induction and read the Organisation's Safeguarding/Child Protection Policy (ref: POL-CP-01). The DLS or deputy will ensure new recruits know who to contact if worried about a child or young person and ensure the new starters are familiar with the child protection procedure.

All new starters or volunteers need to confirm that they have read Part I and Annex A of Keeping Children Safe in Education.

Safe remote working

Policies

Remember when working from home that all the IT Policies (POL-IT-05 – e-Safety, POL-IT-06 – Information Security and POL-IT-07 – IT Acceptable Use) still apply.

Live Video

Some staff may consider using Livestreaming services but should exercise caution here given requirements for accounts, personal data and privacy questions. Equally, messaging services e.g. WhatsApp, may be considered under the same caution. If messaging services are used, be mindful of professional standards.

Consider the terms of service together with privacy policies and, in particular, if there are any minimum age requirements of the chosen service.

Consider if the system includes online chat feature and if this can be moderated.

Consider privacy setting before posting – (e.g. YouTube has a variety of settings 'Public, Unlisted, Private, Comments Allowed/Not Allowed') that will determine who can see and comment on the video).

Personal Data

A conference service may require the sharing of personal data (e.g. usernames to invite in). It is always best practice to use Organisational provided email addresses as data protection laws still apply. Please see the recent email from Vicky Nelson for further guidance on this.

Safeguarding

If live video and audio is being used, there should be careful consideration of the location that everyone uses. It is possible that students may be in their bedrooms and this may not be appropriate. You may choose to use a conferencing service that the teacher can disable user microphone and video cameras.

Conduct video calls to learners or colleagues from a desk or other appropriate location. If you do work from your bedroom, you MUST blur your background (use the 'blur' background' option to hide any background where possible). Check what you can see when you first log in as this is what others will see.

Ensure online teaching follows best practice (e.g. 2 members of staff involved) and is in line with the Organisation Safeguarding/Child Protection Policy (ref: POL-CP-01).

Avoid any one to one online tuition to help safeguard students and staff

Agree protocols with parents/carers about expectations for students including appropriate location and dress, etc.

Conduct yourself in a professional manner throughout calls with colleagues or students – you remain an employee of the Organisation throughout the call.

Position yourself away from where your children, spouse or pets are.

Remind students that all calls/videos may be recorded - this is to safeguard both parties and wouldn't routinely be shared. Where possible, do record any live classes so that if any issues were to arise, the video can be reviewed.

If at any time you feel uncomfortable during a call, with something done or said, you should end the call as soon as possible and report any concerns to your Line Manager and/or safeguarding. Examples may include: student inappropriately dressed or in an inappropriate location (e.g. bedroom).

Remember your safeguarding obligations. Report any safeguarding incidents or potential concerns according to the Organisation policy.