



Safeguarding and Child Protection Policy and Procedures 2024-2025

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Named personnel with designated responsibility for Safeguarding

Designated Safeguarding Lead: DSL@s6f.org.uk

- Alice Thornton a.thornton@s6f.org.uk 01723 380760

Deputy Designated Safeguarding Lead and Designated Manager for Looked After Children:

- Jo Davies j.davies@s6f.org.uk 01723 380732
- Sue Hawthornthwaite s.hawthornthwaite@s6f.org.uk
- Lyndsay Welburn l.dawson@s6f.org.uk

Nominated Safeguarding Governor:

- Tim Griffin h.campbell@s6f.org.uk (Clerk to the Corporation)

Chair of Governors:

- Rachel Dolby h.campbell@s6f.org.uk (Clerk to the Corporation)

Safeguarding Officers: safeguarding@s6f.org.uk

Specific areas of specialism

HR, Staffing, Safer Recruitment and low-level concerns

- Lesley Clemmet l.clemmet@s6f.org.uk
- Kelly Tate k.tate@s6f.org.uk

Student Safeguarding concerns

- David Jackson d.jackson@s6f.org.uk
- Julie Walkington j.walkington@s6f.org.uk

IT, Filtering and Monitoring concerns

- Kieren Moore k.moore@s6f.org.uk
- Dave Robinson d.robinson@s6f.org.uk

Principal

- Phil Rumsey p.rumsey@s6f.org.uk

Aims

At Scarborough Sixth Form College we are committed to safeguarding children and young people, and we expect everyone who works in our College to share this commitment.

Adults in our College take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

The College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote students' welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.
- The Governing Body and staff of Scarborough Sixth Form College (hereinafter referred to as "our/the College") take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our College to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply (as appropriate) to all members of the College community including students, staff, governors, visitors/contractors, volunteers, and trainees working within the College. It is fully incorporated into the whole College ethos and is underpinned throughout the teaching of the curriculum, within the tutorial programme (known as Prep) and within the safety of the physical environment provided for the students.

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2023](#), and [Working Together to Safeguard Children \(WTTSC 2023\)](#), and we comply with this guidance and the procedures set out by [North Yorkshire Safeguarding Children Partnership](#)

The policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and by request from the main College Reception. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education (KCSIE).

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

- **Children** include everyone under the age of 18. College students over the age of 18 are supported by adult services when reporting any Safeguarding concerns. The College provides a standalone Safeguarding Vulnerable Adults Policy and Procedures.

Services can be contacted via:

<https://www.northyorks.gov.uk/adult-care/safeguarding/safeguarding-vulnerable-adults>

Equality Statement

Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise students' diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

We give special consideration to students who:

- Have special educational needs or disabilities.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation.
- Are asylum seekers, refugees or migrants.

Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by this College), volunteers, and governors in this College. Our policy and procedures also apply to extended College and off-site activities.

All staff

- All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2023\)](#) and review this guidance at least annually.

All staff will be aware of:

- Sharing any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered 'that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.
- The process for reporting safeguarding concerns.
- The early support process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to children's services, seeking advice and for statutory assessments that may follow a referral, including the role they might be expected to play. **(Figure 1, page 7)** illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL,

any member of the safeguarding team or Principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL, Deputy DSL, any member of the Safeguarding team or Principal being available, staff must not delay in directly contacting duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- We work in partnership with other agencies in the best interests of the children. Requests for service to children's social care duty and advice team should (wherever possible) be made by the Designated Safeguarding Lead. Where a student already has a child protection social worker, we will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In College procedures for recording any cause for concerns and passing information on to the DSL in accordance with College's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation.

The Additional Information Section details different kinds of abuse and neglect.

Appendix 2 provides guidance to staff on how to handle disclosures.

The Designated Safeguarding Lead (DSL) and deputy designated staff:

- Our College's DSL is Alice Thornton. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems in place).
- During term time, the DSL will be available during College hours for staff to discuss any safeguarding concerns a.thornton@s6f.org.uk.
- The DSL can also be contacted out of College hours at DSL@s6f.org.uk.
- When the DSL is absent, Jo Davies (deputy DSL) will act as cover and can be contacted at j.davies@s6f.org.uk.
- If the DSL and deputy are not available, Phil Rumsey (Principal) will act as cover and can be contacted at p.rumsey@s6f.org.uk.

The staff procedure for reporting student safeguarding concerns is outlined in Appendix 1.

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

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of students, managing referrals from College staff and any others from outside the College, whilst ensuring child protection information is transferred to the College in a timely fashion following enrolment.
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified.
- Keep the Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.

- Ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as team around the family meetings (TAF).
- Provide reports as required for meetings. If unable to attend a meeting, a written report will be sent.
- Where a student in the College is subject to an inter-agency child protection plan or any multi-agency risk management plan, the Designated Safeguarding Lead will contribute to the preparation, implementation, and review of the plan as appropriate.

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSIE) – Role of the designated safeguarding lead. All Designated Safeguarding Leads and deputy Safeguarding Leads must read and comply with this.

The Governing Body

- The Governing body will complete appropriate safeguarding and child protection (including online) training at induction and part of an annual training cycle.
- The Governing body will approve this policy at each review and hold the Principal to account for its implementation.
- The Governing body will appoint a lead governor to monitor the effectiveness of this policy, in conjunction with the full Governing Body. The DSL cannot also be the lead governor with responsibility for child protection.
- If an allegation of abuse is made against the Principal, the Chair of Governors will act as the 'case manager'.
- The Governing body, along with the College's Central Management Team are committed to safeguarding its students, even if they are placed in alternative provision for a period within the College day/week. For work shadowing and volunteering placements and off-site enrichment activities, providers are asked to confirm that they have the appropriate health and safety policies and risk assessment procedures. Providers are also made aware of our Safeguarding Policy, which can be found on the College's website <https://s6f.org.uk>

The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. All governing bodies should read Part Two of KCSIE to ensure that the College is fully compliant with their statutory safeguarding responsibilities.

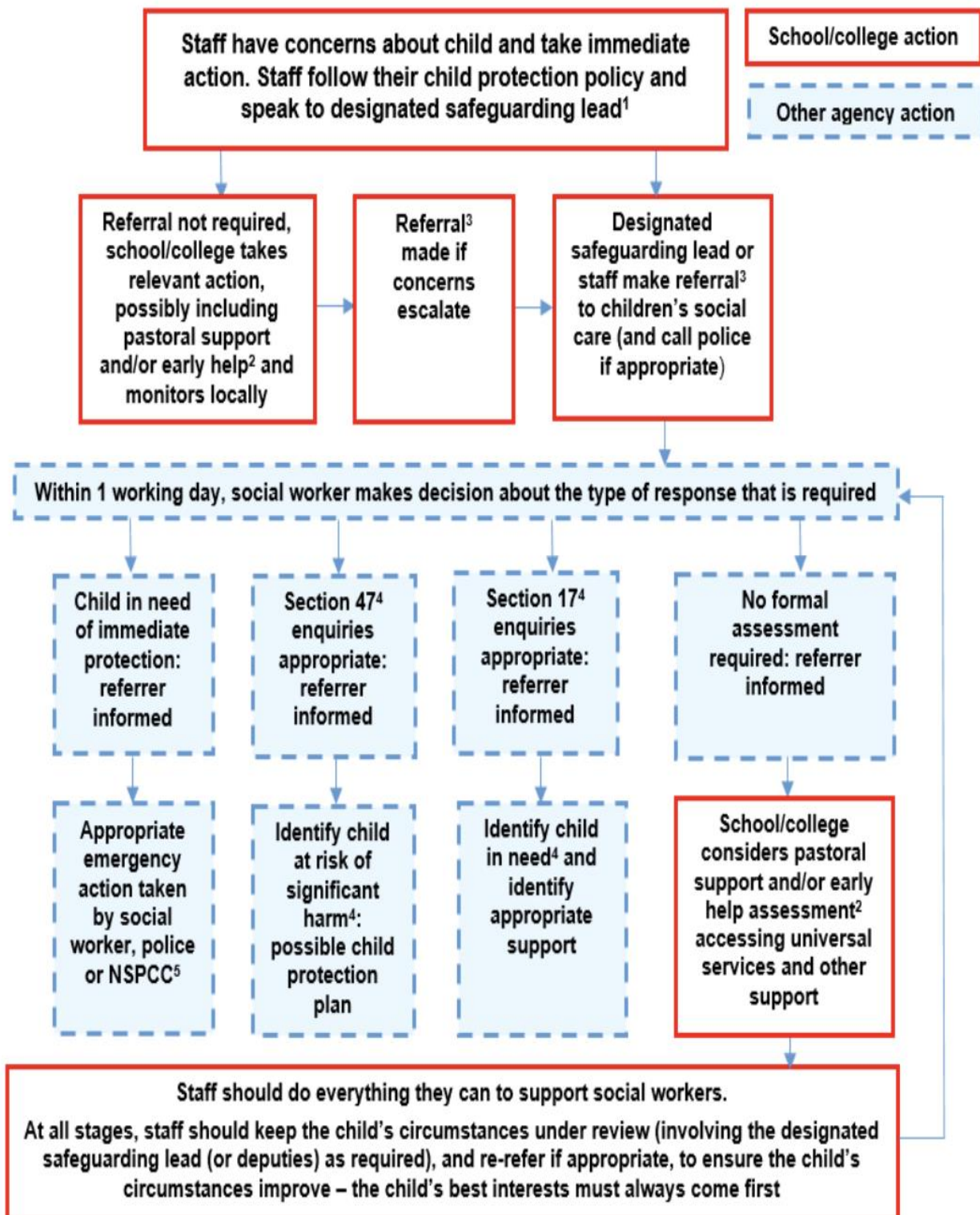
The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents via the College website
- Ensuring that the Designated Safeguarding Lead has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Figure 1. Summary of the College Procedure to Follow Where There Are Concerns about a Student

All staff must report any concerns about a student to the named College DSL on Page 2 of this document in the first instance.

Actions where there are concerns about a child



Confidentiality

Confidentiality is an issue that needs to be understood by all those working with students particularly in the context of safeguarding.

Scarborough Sixth Form College recognises that the only purpose of confidentiality in this respect is to benefit the student. Staff, volunteers and visitors to the College should never promise a student that they will not tell anyone about an allegation or disclosure and must pass any cause for concerns immediately to a Designated Safeguarding Lead

Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with disclosure.

Record Keeping, Information sharing and GDPR

Timely information sharing is essential for effective safeguarding. Scarborough Sixth Form College will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to students and young people and promotes their well-being.

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded electronically on CPOMS. Information will be kept confidential and stored securely.

Records will include:

- A clear comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

The storing and processing of personal data is governed by the General Data Protection Regulations 2017 (GDPR) and [Data Protection Act 2018](#). Scarborough Sixth Form College will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to special category personal data about students and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the student. Records should only be shared with those who have a legitimate professional need to see them.

Working with parents and other agencies to protect children.

Parents/carers should be aware that our College will take any reasonable action to safeguard the welfare of its students. In cases where the College has reason to be concerned that a student may be suffering significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow the North Yorkshire Safeguarding Children's Partnership procedures and contact the duty and advice team to discuss their concerns.

In keeping with Keeping Children Safe in Education (KCSIE) we will endeavour wherever possible to obtain at least two emergency contacts for every child in the College in case of emergencies, and in case there are welfare concerns at the home.

In line with each services' consent requirements, we will discuss concerns with parents/carers as appropriate before approaching agencies and will seek to inform parents/carers and receive their consent as required. Appropriate staff may approach parents/carers after consultation with the Designated Safeguarding Lead. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student.

Parents/carers are informed about our safeguarding policy on the College website <https://s6f.org.uk/> Safeguarding, child protection and Prevent posters are displayed in the College Reception and throughout the College.

Multi-agency work

We will co-operate with North Yorkshire Children's safeguarding Partnership in accordance with the requirements of the Children Act and allow access to student and child protection records for them to conduct Section 17 or Section 47 assessments.

In the best interests of our students, we will work with all relevant professionals and agencies as required to safeguarding children and promote their welfare.

Our Role in the Prevention of Abuse

The College plays a crucial role in preventative education. Preventative education is most effective in the context of a whole College approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, discrimination and prejudice linked to fundamental values.

We will identify and provide opportunities for students to develop skills, concepts, attitudes, and knowledge to promote their safety and well-being.

The Curriculum

This College understands the importance of delivering an effective safeguarding curriculum which includes:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice, and equality.
- Wellbeing and resilience.
- How to recognise an abusive relationship, including coercive and controlling behaviour.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Relevant issues will be addressed through the tutorial programme, including self-esteem, emotional literacy, assertiveness, power, relationships education, relationship and sex education, health education, online safety, online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), gangs, youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.

Children at Scarborough Sixth Form College are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Potentially upsetting curriculum material is always delivered sensitively and with an advance trigger warning from staff.

Online safety

This College is committed to meeting the requirement to keep students safe when using technology. **Filtering** refers to the technology preventing access to harmful or inappropriate content, whilst **monitoring** refers to the practical steps staff take to ensure harmful or inappropriate access is not made.

Monitoring includes:

- Physical monitoring.
- Live software monitoring.
- Monitoring user logs.
- Monitoring individual devices.

We make sure that any College devices used away from the College site are subject to filtering and monitoring procedures.

Each year the DSL, along with our IT team and safeguarding governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed. All College staff undertake training to understand the risks or poor filtering and monitoring and know how to share their concerns.

Our named Designated Safeguarding Lead takes responsibility for ensuring that this College's filtering and monitoring systems remain effective by overseeing and acting on:

- filtering and monitoring reports.
- safeguarding concerns.
- risk management for vulnerable students.
- checks to filtering and monitoring systems.
- staff training.

The system/process is checked and reviewed at least annually to ensure this College meets the DFE guidance 'Meeting digital and technology standards for schools and Colleges'. We believe the whole College community can benefit from the opportunities provided by the internet and other technologies used in everyday life.

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

- **Content:** being exposed to illegal, inappropriate, or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example, child to child pressure, commercial advertising and adults posing as children or young adults to groom or exploit them for sexual, criminal, financial, or other purposes.

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing, and/or financial scams.

Our College's expectations for responsible and appropriate conduct are set out in the College's Online Safety Policy which we expect all staff, visitors, and students to follow.

[Meeting digital and technology standards in schools and Colleges](#)

Other areas of work

Our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the College which ensures that children are treated with respect and dignity, feel safe, and are listened to.

Safeguarding incidents and/or behaviours can be associated with factors outside College and can occur between students outside the College. All staff, but especially the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will consider the context within which such incidents and behaviours occur. This is known as Contextual Safeguarding, which simply means assessments of students should consider whether wider environmental factors are present in a student's life that are a threat to their safety and welfare.

The College assesses the risks and issues in the wider community when consider the well-being and safety of its students.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

For work shadowing placements, employers are advised, where feasible, that they should avoid situations where they are alone with our students. Should the opportunity for an off-site visit arise employers are requested to seek parental permission when being transported by the employer.

Where the College hosts out-of-school providers on the premises, the provider is responsible for their own safeguarding and child protection policies and procedures. However, the College may refer any concerns they have about the provider to the local authority. (See Appendix 4-Visitors to the College Flow Chart).

Our Role in Supporting Students

We will offer appropriate support to individual students who have experienced abuse or who have abused others. In cases where students have experienced abuse/abused others, the Designated Safeguarding Lead or wider safeguarding team should ensure that appropriate support is offered. An individual risk assessment will be devised, implemented, and reviewed regularly should the student (victim, perpetrator, or other student affected) require additional pastoral support/intervention.

Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. This school will determine how best to build trusted relationships with children and young people which facilitate communication.

Early Help

If we identify additional unmet needs for a student that does not require intervention by social workers, then in the first instance it may be beneficial to speak to the College's allocated **Early Help Consultant (01609532411)**. They can advise us whether family support may be required, this may help us to understand what support we can offer if we complete an Early Help Assessment. The Early Help Assessment is a tool in its own right, though can be escalated to a universal referral, as necessary.

For students whose needs and circumstances make them more vulnerable, a coordinated multi- disciplinary approach is usually best, based on an **Early Help Assessment**, with a Children and Families Worker to work closely with the student and family to ensure they receive the right support.

When we complete an Early Help Assessment:

- The information required to evidence that more targeted or statutory services are needed will be better informed by a good quality assessment having been carried out.
- If it is not clear who is best placed to provide the support an Early Help Assessment will be requested prior to accepting a referral.
- If it is clear that additional support is required from Children's Social Care, then a referral will be accepted without an Early Help Assessment (in order to prevent delay in offering support).

Students with additional needs

Scarborough Sixth Form College recognises that while all students have a right to be safe, some students *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents.

When we are considering excluding, either fixed term or permanently, a vulnerable student or a student who is either subject to a S47 Child Protection plan or there have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed prior to convening a meeting of the Governing body.

Students in Specific Circumstances

We recognise that all children can be at risk of abuse however we acknowledge that some groups are more vulnerable, this can include:

- the experience of abuse within their family.
- young people in care.
- children who go missing.
- children with additional needs (SEN and/or disabilities).
- children who identify as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- children living with domestic violence or drug/alcohol abusing parents.

This College follows the North Yorkshire Children's Safeguarding Partnership online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex B of Keeping Children Safe in Education (KCSIE).

Care experienced students

At Scarborough Sixth Form College, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health. We take these needs into account when making plans to support students who have a social worker. The DSL/DDSL or a named safeguarding officer will engage with appropriate review meetings, sharing concerns and praise as needed. Students may need a social worker due to safeguarding or welfare needs. We recognise that students may need help due to absence, neglect, and complex family circumstances. The College will work in partnership with Children's Social Care where children have been allocated a social worker. The DSL/DDSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services).

All our staff recognise that students who are; looked after, previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers are also more vulnerable than other students, often having poorer educational outcomes. Therefore, ensuring their wellbeing, safety and helping them to reach their potential (which includes the looked after child who is moving on) is paramount. The College will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed, and a full working relationship is maintained with the Virtual School head teacher (Julie Bunn) in respect of all students at the school who are subject of 'looked after' status or have social worker. The virtual School team can be contacted on <https://cyps.northyorks.gov.uk/virtual-school>, and the College's Designated Manager for Looked After Children is Jo Davies j.davies@s6f.org.uk

LGBTQ+ students

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In this College, we, therefore, endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

Students with Special educational needs, disabilities, or physical health issues

Scarborough Sixth Form College recognises that students with (SEN) and disabilities can face additional safeguarding challenges. These can include:

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

The College has a duty to make reasonable adjustments for disabled children; therefore to address these additional challenges, we will consider extra pastoral support for children with SEND and disabilities. At Scarborough Sixth Form College we provide extra support through our Learning Support Team, ensuring any appropriate support for communication is in place.

Female Genital Mutilation (FGM) the Mandatory Reporting Duty

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

Any teacher who discovers that an act of FGM appears to have been carried out on a **student under 18** will immediately (in consultation with the Designated Safeguarding Lead) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine students.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** will speak to the Designated Safeguarding Lead and follow our local safeguarding procedures.

Any member of staff who suspects a student is *at risk* of FGM or discovers that a **student aged 18 or over** appears to have been a victim of FGM will speak to the DSL and follow our local safeguarding children's partnership procedures. It is recommended that you make a report orally by calling 101, the single non-emergency number. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society.
- mother or a sister who has undergone FGM.
- girls who are withdrawn from PSHE.
- a visiting female elder from the country of origin.
- being taken on a long holiday to the country of origin.
- talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or College, especially with noticeable behaviour changes (for example, withdrawal or depression) on the girl's return reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

Honour-based abuse (including forced marriage)

So-called 'honour-based' abuse (HBA) encompasses 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. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our College have a concern regarding a student that might be at risk of HBV or who has suffered from HBV, they will immediately speak to the Designated Safeguarding Lead who will follow the College's safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world.

Crimes committed may include:

- False imprisonment or kidnap.
- Domestic Servitude.
- ABH or GBH.
- Threats to kill.
- Harassment and stalking.
- Sexual assault.
- Rape.
- Female genital mutilation.
- Forced to commit suicide.
- Forced Marriage (since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages).
- Murder.

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, Colleges have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Students may be susceptible to extremist ideology and radicalisation. Like protecting students from other forms of harms and abuse, protecting students from this risk is part of the College'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 political, religious or ideological cause.

Recognising signs of potential radicalisation and extremism

Staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the College's core values alongside **Fundamental British Values** supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes.
- glorifying violence, especially to other faiths or cultures.
- making remarks or comments about being at extremist events or rallies outside school.
- evidence of possessing illegal or extremist literature.
- advocating messages similar to illegal organisations or other extremist groups.
- out of character changes in dress, behaviour, and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- secretive behaviour.
- online searches or sharing extremist messages or social profiles.
- intolerance of difference, including faith, culture, gender, race, or sexuality.
- graffiti, artwork or writing that displays extremist themes.
- attempts to impose extremist views or practices on others.
- verbalising anti-Western or anti-British views.
- advocating violence towards others.

Responding to concerns about radicalisation

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will follow the NOTICE, CHECK, SHARE principles and seek advice appropriately with the Designated Safeguarding Lead who will contact The Prevent Hub.

Head of Safer Communities
Odette Robson
odette.robson@northyorks.gov.uk
Tel: 01609 797105

Principal Safer Communities Officer (Community Safety and Prevent)
Lesley Gray
lesley.gray@northyorks.gov.uk
North Yorkshire County Council
County Hall
Northallerton
North Yorkshire
DL7 8AD

We will assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting students in the area and a specific understanding of how to identify individual students who may be at risk of radicalisation and what to do to support them. The Prevent Hub will advise us and identify local referral pathways.

Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for students and what support may be available. Our College will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) which will share information on the National and Local (North Yorkshire) context, Extremist signs and symbols, propaganda and upskill staff in identifying and responding to Prevent concerns in line with the NOTICE, CHECK, SHARE principles.

For more information about Prevent in North Yorkshire please visit:

<https://www.nypartnerships.org.uk/prevent>

Child-on-child abuse: Sexual violence and sexual harassment between children in schools and Colleges

We recognise that students can abuse other students and that child-on-child abuse can manifest in many ways, including physical abuse, prejudice-based and discriminatory bullying, on-line bullying, youth produced imagery (sexting), abuse in intimate personal relationships between peers, criminal and sexual exploitation, upskirting, initiation and inappropriate harmful sexualised behaviours, and that it could happen here.

It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up.

The College has a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated in this College and will be challenged. **(See Appendix 3 – Sexual Violence and Sexual Harassment Flowchart)**

The College recognises that, even if there are no reports in our College, it does not mean it is not happening therefore College will promote an ongoing culture of vigilance to create a safe for children.

Any concerns around child-on-child abuse must be reported and recorded in line with the child protection procedures outlined in this policy and reported to the Designated Safeguarding Lead or Deputy as soon as possible.

It should be noted up skirting became a criminal offence in April 2019 and any such incidents, in line with this policy, should be treated as such. Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. The Designated Safeguarding Lead is responsible for providing support to any victims, and the perpetrators.

Where students have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate harmful sexualised behaviours towards others, advice will be sought from **NYCSP MAST helpline (0300 131 2 131)**, and contact made with Duty and Advice, police, or early support if appropriate. College may choose to manage the incident or concern internally if appropriate depending on the nature and the students(s) involved through the behaviour policy and pastoral support. In all cases the decisions and reasons for decisions will be recorded.

College will ensure that **all** victims are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of harmful Sexual Behaviour.

In the event of a disclosure or report, College will:

- Listen carefully, reflecting back, using the student's language.
- Reassure the student that this will be taken seriously.
- Ask open-ended questions.
- Not promise confidentiality.
- Inform the Designated Lead or Deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report.
- A written record of the facts will be made.
- College will follow advice from external services as to whether electronic devices will need to be confiscated at this point.
- The College will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with College safeguarding arrangements. However, we recognise that any disclosure of rape, by a student under 18, will be reported to the police.

The College will ensure that the needs of students who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s).

A co-ordinated multi-agency approach will take place through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice, police (where appropriate), children's social work service, and health which will be kept under review.

Mental Health

All staff Scarborough Sixth Form College are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

College staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy, or another member of the Safeguarding team in their absence.

Where students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. Scarborough Sixth Form College is aware of how these student's experiences, can impact their mental health, behaviour, education and progress at College.

Children absent from College

Knowing where children are during College hours is an extremely important aspect of Safeguarding. Missing College can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when students are not in planned College activity. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the College has:

- Staff who understand what to do when children do not attend regularly.
- Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the ESFA when we plan to take students off-roll when they:
 - Permanently leave the College.
 - move away from the College's location.
 - remain medically unfit.
 - are in custody for four months or more (and will not return to College afterwards).
 - are permanently excluded.

When a student leaves the College, we will record the name of the student, their last date of attendance and their intended destination.

Child Deaths

A child death review must be carried out for all children under the age of eighteen (or 25 if care experienced) regardless of the cause of death. [Child Death Review Statutory Guidance](#).

A coordinated Joint Agency Response Meeting, should be triggered if a child's death:

- is or could be due to external causes.
- is sudden and there is no immediately apparent cause.
- occurs in custody, or where the child was detained under the Mental Health Act.
- where the initial circumstances raise any suspicions that the death may not have been natural.
- in the case of a stillbirth where no healthcare professional was in attendance.

As professionals who work with children and young people, a College representative (most likely the DSL) will have a role in the child death review process along with:

- health services (across all sectors: acute, maternity, mental health, primary care and community).
- children's social care services.
- police, including British Transport Police, and Royal Military Police.
- coronial services.
- public health.

It is expected that the College DSL will be informed of a child death where it relates to a student on roll. However, if information comes to light which suggests a student has passed away and no information is shared on behalf of the lead Child Death Professional, the DSL will contact NYCSP with their concerns and information, so that the College can be highlighted as their place of education. This is especially important when students attend the College from out of area or having recently moved.

Additional guidance

Abuse and neglect

Staff at the College are trained to identify early signs of abuse and neglect. If staff are unsure they should always speak to the DSL.

Abuse is 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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff at Scarborough Sixth Form College are aware of it and the Colleges policy and procedures for dealing with it.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation: (CCE)

Both child sexual exploitation and criminal exploitation are forms of abuse.

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 advantages (such as increased status) of the perpetrator or facilitator in exchange for something the victim needs or wants and/or will be for the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups of 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.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection.

The Designated Safeguarding Lead will assess the information and decide how to best proceed. This may involve seeking advice from partner organisations and parents.

If the student already has an allocated social worker, the Designated Safeguarding Lead will contact them (or their team manager) to discuss any concerns about sexual exploitation.

A copy of the CSE checklist tool for partners can be obtained from:

https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/07/6.5120_Child_exploitation_disruption_toolkit.pdf

We will ensure that the College will work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, College or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.

- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

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.
- children who regularly miss school or education or do not take part in education.

Serious Violence

The College recognises when students may be at risk from/or involved with a serious violent crime by recognising the indicators such as:

- Increased absence from College.
- A change in friendship or relationships with older individuals or groups.
- A decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions.

The College recognises the risk factors which increase the likelihood of involvement in serious violence such as:

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

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 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.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Private Fostering

Private fostering is when a student under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.

The law requires us to notify duty and advice if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the student and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family, maintaining cultural identity.

Responding to Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other.

This includes:

- physical or sexual abuse.
- violent or threatening behaviour.
- controlling or coercive behaviour.
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services).
- psychological, emotional, or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. Children should always be identified as 'victims' of domestic abuse and not witnesses.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Scarborough Sixth Form College are part of Operation Encompass (<https://www.operationencompass.org>) which also provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8.00am to 1.00pm Monday to Friday on 0204 513 9990.

A Safer College Culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- Safeguarding policy (including online safety).
- Staff code of conduct.

Our College will comply with the guidance for safer working practice for those working with children and young people in educational settings in February 2022.

Safe working practice ensures that Students are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from the Central Management Team over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender, sexuality or disability.
- Comply and are aware of the confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Where relevant, risk assessments are carried out for individual students and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Exploitation.

Training, knowledge and skills

All staff members will be aware of systems within our College that support safeguarding, and these will be explained to them as part of our staff induction. This includes College's Safeguarding Child Protection Policy; Staff Code of Conduct and the College's Whistleblowing Procedures.

Designated safeguarding leads will have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

Designated Safeguarding Leads must attend:

- Roles & Responsibilities of the Designated Safeguarding Lead (DSL).
- Multi-agency Working Together to Safeguard Children and Young People.
- A positive contribution to case conferences and core groups.
- They will attend DSL refresher training every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting students from the risk of radicalisation.
- The College will ensure all staff including temporary and volunteers receive induction and training appropriate to their roles and responsibilities, especially staff new to the College. All staff will complete basic awareness refresher training every year (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.
- The Principal will attend appropriate safeguarding training at least every two years.
- The Governing body will complete appropriate safeguarding and child protection (including online) training at induction and update every year.

Providing support to Staff

Designated safeguarding leads should:

- Ensure that staff are supported during the referral process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, and in any measures the College may put in place to protect them.
- Understand the difficulties that students may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Safer Recruitment

Section 175 of the Education Act 2002 requires the College to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

Regulations made under Section 157 of that Act state that we must make arrangements to safeguard and promote the welfare of students.

The College will create a culture that safeguards and promotes the welfare of students in this College. As part of this culture, we **will** adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

The safer recruitment of individuals to work in this College not only includes directly employed staff, volunteers and governors, it also includes contractors, self-employed, agency, and third-party staff groups. We set out our safeguarding and safer recruitment requirements in the Code of Conduct specifying that all staff must adhere to the College's policies and procedures.

Safer Recruitment is a vital factor in keeping children safe within the education environment. Our College, when selecting our Safer Recruitment provider, will clarify the accreditation/reaccreditation period. We will also follow legislation governing those persons in 'regulated activity' or within 'regulated establishments' and the requirements to carry out criminal records and barred list checks.

Purpose of this College's Safer Recruitment Policy

When we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to work with students of the College we adopt a consistent and rigorous approach in their recruitment and selection processes with the aim of ensuring that those recruited are suitable.

The purpose of safer recruitment is ultimately to:

- **Deter.** From the beginning of the recruitment process, this College has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information will aim to deter potential abusers.
- **Identify and Reject.** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks, and obtaining the right information will assist in finding out who is suitable for the role and who is not.
- **Prevent and Reject.** There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the College will all help to prevent abuse or identify potential abusers.

The intention of our Safer Recruitment Policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to students within the College.

Our College policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

Safeguarding concern or allegations made about a person who is in a position of trust (paid or unpaid) with children, in any setting.

All staff should follow the College Whistleblowing Policy if they have concerns in relation to a colleague.

Local Authority Designated Officer (LADO) Safeguarding concerns or allegations that may meet the LADO harm threshold.

North Yorkshire LADO must be contacted within 1 working day, where you have or become aware of safeguarding concerns/allegations that might indicate a person may pose a risk of harm if they continue to work in their present position, or in any capacity with children in any setting.

The LADO risk of harm threshold is set out with Working Together to Safeguard Children and Keeping Children Safe in Education mandatory guidance.

This risk of harm threshold is as follows where a staff member has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside an organisation that might make an individual unsuitable to work with children, this is known as transferable risk.

An allegation can relate to an adult's behaviour outside work, and their relationships with others, if they:

- Have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include an arrest for the possession of a weapon.
- Have, as a parent or carer, become subject to child protection procedures.
- Are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering.
- Any concerns should be considered within the context of the four categories of abuse (i.e. physical, sexual, and emotional abuse and neglect), and include concerns relating to the possession of indecent images / pseudo images of children or inappropriate relationships between members of staff and children or young people.

LADO guidance has two sections covering the two levels of safeguarding concerns and allegations:

- Safeguarding concerns / allegations that may meet the above harm threshold.
- Safeguarding concerns / allegations that do not meet the harm threshold – referred to for the purposes of LADO guidance as 'low-level concerns'.

You can contact the North Yorkshire Duty LADO on 01609 533080

Trainee Teachers

DBS Checks for Trainees

All trainees must undergo an Enhanced Disclosure and Barring Service (DBS) check prior to enrolment on the course. Huddersfield University will oversee the DBS application process and trainees will be responsible for paying the DBS fee to the College. The University and College will work collaboratively to collate and verify DBS numbers to ensure compliance.

Rigorous Recruitment Process

The College adheres to a comprehensive recruitment process that includes formal interviews, obtaining suitable references and conducting DBS checks. This process ensures that recruitment decisions are informed and that candidates meet the criteria for suitability to work in an educational setting.

Safeguarding Training

All trainees will participate in safeguarding training as part of the College induction process. Additionally, they will be required to complete the Education and Training Foundation's safeguarding course as an integral component of their programme of study.

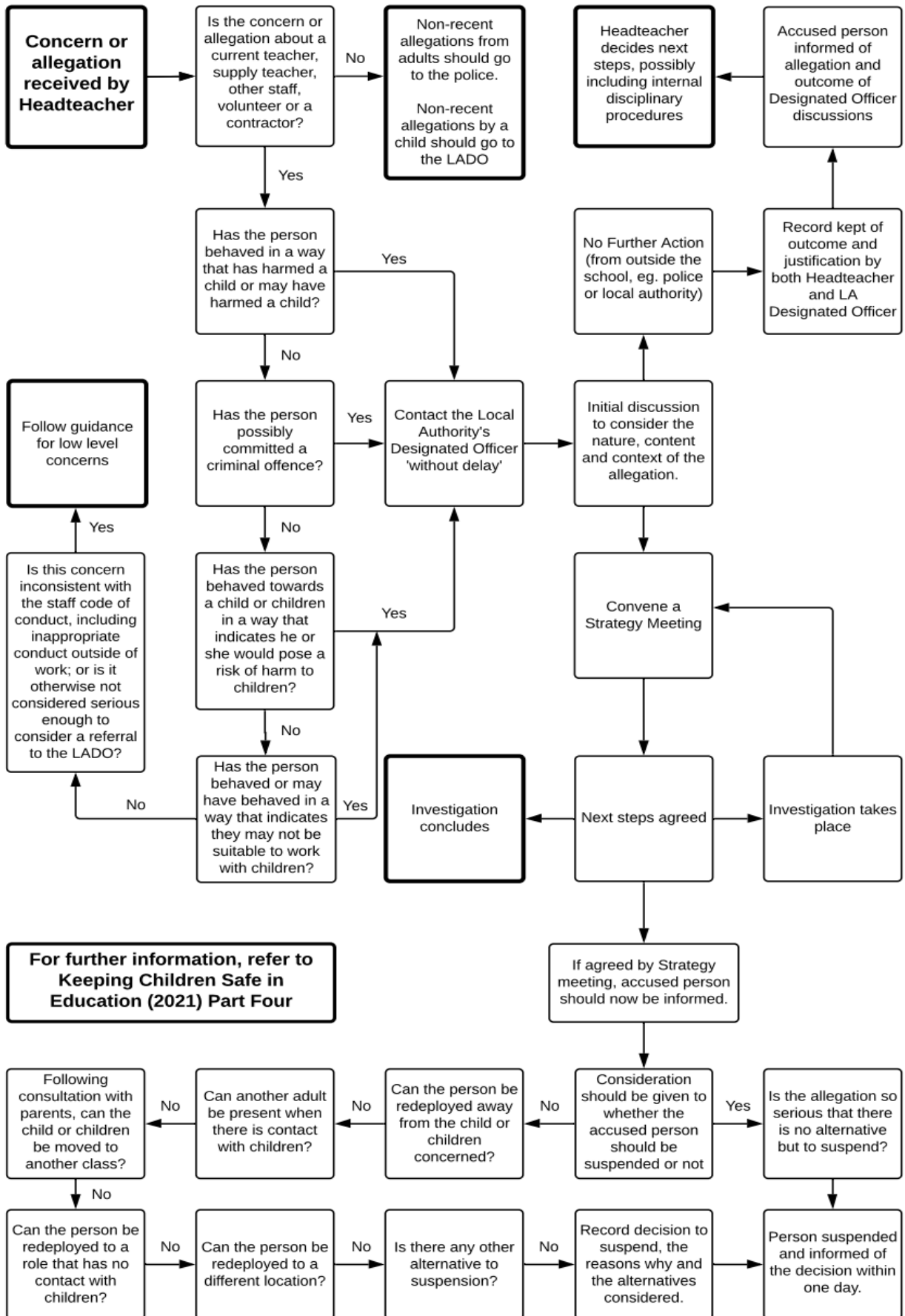
Identification Protocols

Trainees will be provided with a teacher training lanyard and identification badge upon enrolment. This ensures they are easily identifiable within the college as part of the Initial Teacher Education (ITE) provision.

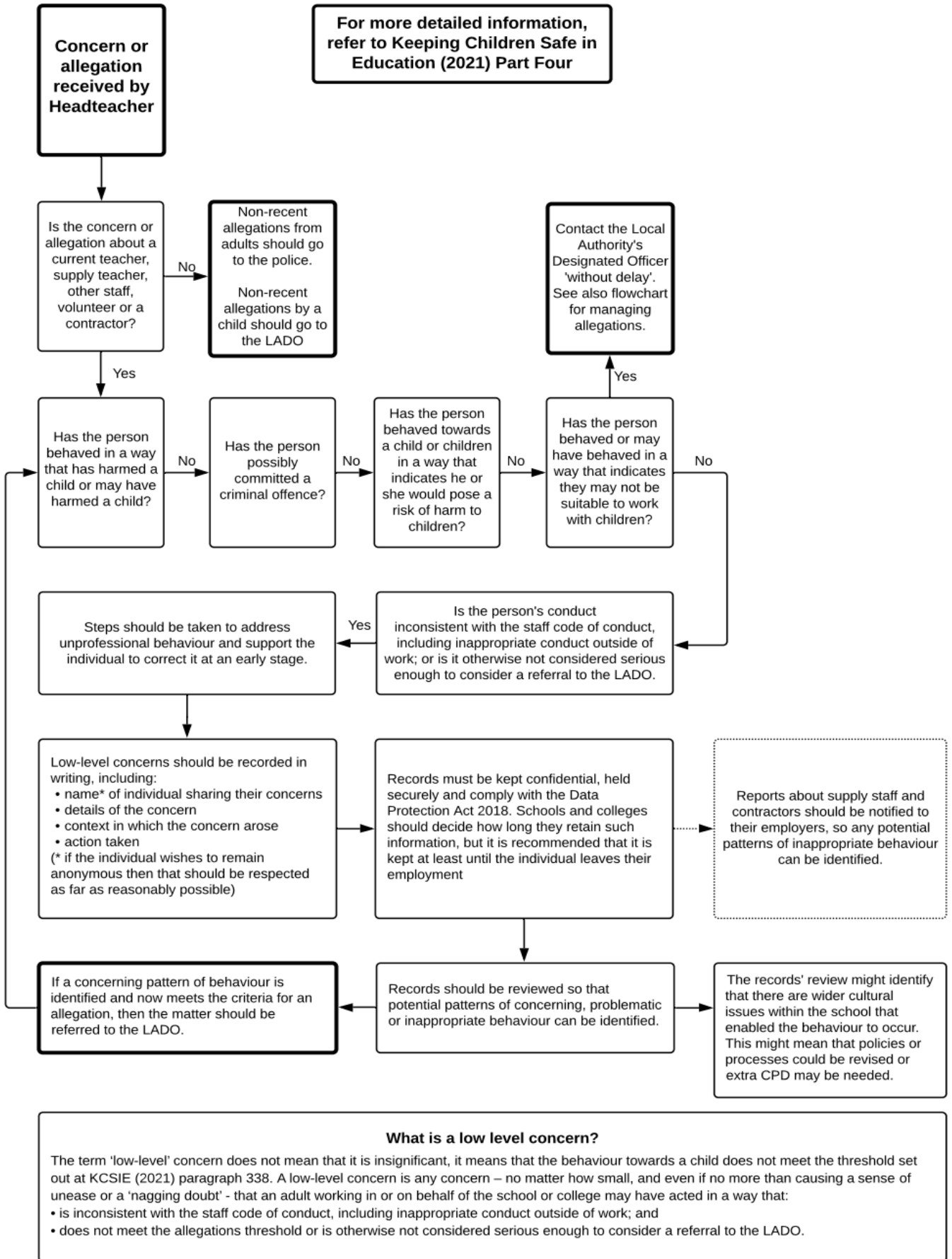
Separate Timetable and Facilities

To further safeguard students aged 16–19, trainee teachers will follow a staggered timetable for breaks and meals to ensure they do not share common areas with students during the college day. Trainees will have access to the staff room for breaks and meal times, maintaining appropriate boundaries between trainees and students.

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers



Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors



Child Protection Records

Child protection and safeguarding records will be held securely on CPOMS, with access being restricted to the Designated Safeguarding Lead and their deputies, Principal and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead/officer.

The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the College).
- All completed child protection causes for concern information.
- Any child protection information received from the child's previous educational establishment.
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations.
- Letters and emails sent and received relating to child protection matters.
- Referral forms sent to Duty and Advice, other external agencies or education-based services.
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
- Formal plans for, or linked to, the child e.g. Child Protection Plans, Early Support risk assessments.
- A copy of any support plan for the student concerned.
- When a student leaves this College, we will ensure that the child protection file is transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known) as soon as possible, and within 5 days for an in -year transfer or within the first 5 days of the start of a new term.
- When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e. self-harming or harmful sexualised behaviour), this information will be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The Designated Safeguarding Lead will consider if it would be appropriate to share any information with the new College or school in advance of a student leaving. When a student leaves College before their official leave date, the child protection file will be transferred to the new College or school. There is no need for the College to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed.
- When a vulnerable young person is moving to a further education establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection.

Information will be shared via CPOMS. The original records will be retained and archived by this College. Due consideration will be given to the sharing of any additional information requested by the receiving establishment:

- When the destination educational establishment is not known (*the original records should be retained by the College*).

- When the Student has not attended the nominated educational establishment (*the original records should be retained by the College*).
- There is any on-going legal action (*the original file should be retained by the College and a copy sent*).
- Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the educational establishment they are being transferred to will be made and a signature obtained from the receiving educational establishment as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer will be retained for audit purposes.
- If a student moves from our College, child protection records will be forwarded onto the named Designated Safeguarding Lead at the new educational establishment, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover between Designated Staff or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer or an electronic delivery and must be obtained for audit purposes by the delivering school.
- When sending by post, student's records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all student records transferred or received will be kept in either paper or electronic format. This will include the students' name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- When a Designated Safeguarding Lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material.
- All receipts confirming file transfer will be kept in accordance with the recommended College retention periods.

Archiving

The College is responsible for retaining any child protection records they may hold. The recommended retention periods are 35 years from closure when there has been a referral to Duty and Advice. If no referral has been made to Duty and Advice the child protection record should be retained until the students 25th birthday, after which point the file will be destroyed confidentially or deleted from the Colleges electronic system.

The decision of how and where to store child protection files must be made by our College via our governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., Designated Safeguarding Lead or Principal.

The DSL is responsible for ensuring that all child protection files are archived in accordance with the timescales referenced above. The Designated Safeguarding Lead is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each student.

Student and parent access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any student who has a child protection file has a right to request access to it. However, neither the student nor the parent has an automatic right to see all the information held in child protection records.

Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the student or another person.
- Could reveal that the student or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the student.
- Is likely to prejudice an on-going criminal investigation.
- Also relates to another person who could be identified from it, or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the student or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Local Authority.
- The establishment's report to the child protection conference should be shared with the student, and parent at least two days before the conference.

Safe destruction of the student record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information which is confidential to our College or the Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the College should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Appendix 1. Staff reporting of a student concern.

Has the safeguarding concern you want to report occurred or been disclosed to you during the College day? (08:45 –16.30)	
YES	NO
<p>Please contact the DSL/DDSL or member of the Safeguarding Team in person</p> <p>They will assess the concern and either:</p> <p style="text-align: center;">Deal with the concern.</p> <p style="text-align: center;">or liaise with you directly.</p> <p style="text-align: center;">You will be required to write up the disclosure/concern on CPOMS.</p>	<p>If the student contacted you after 16.30hrs, at the weekend or during the holidays* please report your concerns to:</p> <p style="text-align: center;">DSL@s6f.org.uk</p> <p>A member of the team will then liaise with you directly.</p> <p>* Emails received during the holidays will receive an out of office response with details of support attached</p>

Appendix 2. Dealing with a disclosure of abuse

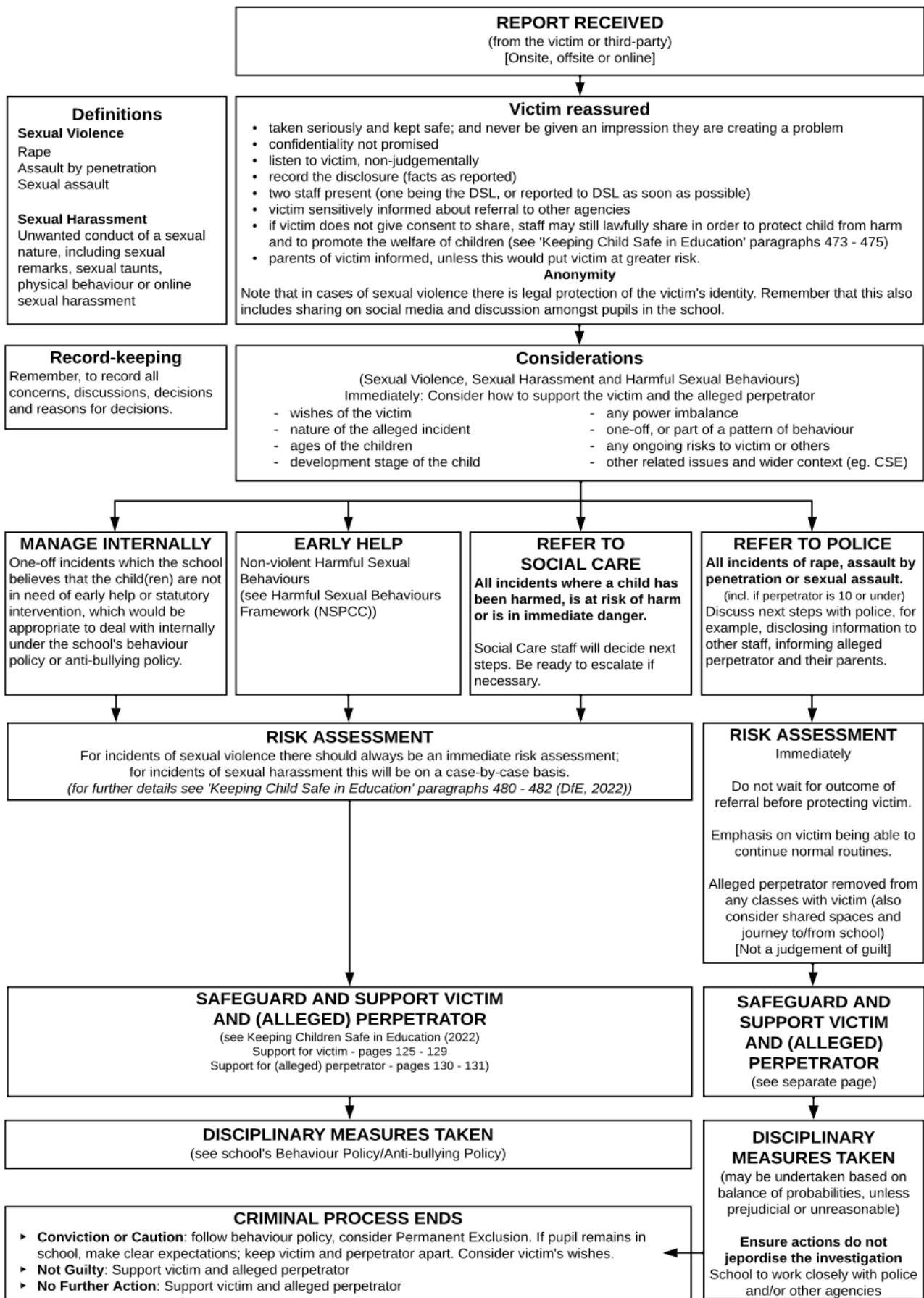
When a student tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the student. Tell her/him you are pleased that s/he is speaking to you.
- Never enter a pact of secrecy with the student. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this state who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the student that it is not her/his fault.
- Encourage the student to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the student that what s/he experienced is dirty, naughty, or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the student may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Remember it is not the College staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

All disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Figure 1 summary of College procedure to follow where there are concerns about a student.

Appendix 3. Dealing with a disclosure of Sexual Violence and Sexual Harassment



Appendix 4. Visitors to the College Flowchart

Visitors to School Flowchart

