

Safeguarding Policy (incorporating Child Protection and Prevent)

PURPOSE OF POLICY/ DOCUMENT

Heart of Worcestershire College fully recognises its responsibilities in safeguarding learners. This policy is relevant to all students and staff employed by the College and all agencies and visitors that have access to learners through the college.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' September 19.

APPLICATION OF POLICY (RANGE AND SCOPE)

This policy covers all learners, prospective learners, visitors, staff, volunteers, governors and stakeholders.

INTERPRETATION

'Young Person' refers to someone who is over the school leaving age of 16 years and under 18 years. This Policy does not apply to 14 – 16 year old learners who fall under the jurisdiction of the school which they attend and the local authority policies relating to that age group.

'Vulnerable Adult' refers to a person who is aged 18 years and over, who is or may be, unable to take care of him or herself, or take steps to protect him or herself from significant harm or exploitation.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children/young people who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the college, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

PARTICULAR LEGAL REQUIREMENTS/ISSUES

The college has a duty of care to all of its learners, but particular responsibilities to those under 18 years, and those who are vulnerable adults. There are five main elements to the policy:

- Raising awareness of safeguarding issues and equipping young people and vulnerable adults with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting safeguarding cases;
- Supporting young people and vulnerable adults who have been identified as in need of early help or at risk of harm and those presenting with safeguarding concerns.

- Establishing a safe environment in which young people and vulnerable adults can learn and develop.
- Ensuring Heart of Worcestershire College practices safer recruitment in checking the suitability of staff to work with young people and vulnerable adults.

Relevant Legislation

Children Act 1989/2004
 Safeguarding Vulnerable Groups Act 2006
 The United Nations Convention on the Rights of the Child 1991
 The Human Rights Act 1998
 GDPR 2018
 The Education Act 1996/2002/2011
 Children and Social Work Act 2017.
 Equality Act 2010
 The Protection of Freedoms Act 201
 Sexual Offences Act 2003
 Working Together to Safeguard Children 2018
 Keeping Children Safe in Education September 2019
 Sexual Harassment and sexual violence advice 2018
 Peer on peer abuse guidance 2018
 Missing children and adults strategy
 Female Genital Mutilation Act 2003
 Homelessness Reduction Act 2017
 The Counter-Terrorism and Security Act 2015
 Section 175 of the Education Act 2002
 The Rehabilitation of Offenders Act 1974

LINKS WITH OTHER POLICIES/DOCUMENTS

Student Standards	Data Protection GDPR policy	Search and Restraint Policy
Prevent strategy	Whistleblowing procedure	Criminal convictions procedure
Disciplinary Policy and Procedure (staff)	Equality Policy	Health and Safety Policy
Professional Code of Standards for Staff	Visiting External Speakers Policy	Fitness to Study Procedures
Email and Internet Policy for Governors, Staff and Students	Recruitment and Selection of Staff Policy	Managing Allegations Policy

EQUALITY, DIVERSITY AND DISABILITY (DISABILITY, EQUALITY, DUTY IMPACT ASSESSMENT)

Has a preliminary Equality Impact Assessment been completed?

***Yes No Yes Date Completed:**

Is a full Impact Assessment required?

***Yes No No**

If 'yes', has a copy been sent to the Equality Manager?

***Yes No**

For Completion by the Executive:

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Key Contacts:

**Designated Safeguarding Lead (DSL)
Prevent Single Point of Contact (SPOC)
CSE single point of contact**

**Julia Breakwell
Vice Principal Information
Systems and Student Experience**

Deputy Designated Safeguarding Lead:

Sal Friel, Student Engagement Manager

Early Years Safeguarding Deputy:

**Emma Lockwood (W)
Kyrene Bowes (B)**

Safeguarding Governor:

Lucy Hodgson

Designated teacher for children in care:

Debbie Bird, Student Support Officer

‘Safeguarding’ is defined as:

- protecting children/young people from maltreatment;
- preventing impairment of children's/young people's health or development;
- ensuring that children/young people are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children/young people to have the best possible outcome.

The College fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of all students, staff and visitors but has particular responsibilities to those under 18 years, and those who are vulnerable adults. This policy seeks to ensure the safety and welfare of all those learners under 18 years and those who are vulnerable adults.

Specifically the College will seek to provide a safe environment for students to learn and to identify those suffering or likely to suffer significant harm and to take appropriate action to ensure that these students are kept safe.

We recognise that because of the day to day contact with young people and vulnerable adults, College staff are well placed to observe the outward signs of abuse. The College will therefore:

- Establish and maintain an environment where young people and vulnerable adults feel secure, are encouraged to talk and are listened to;
- Ensure that young people know that there is a dedicated Safeguarding Team whom they can approach if they are worried;
- Ensure that there are dedicated sessions within the Tutorial Framework and through the curriculum for young people and vulnerable adults to develop the skills they need to recognise and stay safe from abuse, including via the internet and other technologies.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children; including identity, right to work, enhanced DBS, criminal record and barred list, and references;
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies;
- Within our local area statistics show in July 2019 that violence and sexual offences and anti-social behaviour are the two highest crimes committed and therefore, are a particular focus for the college. Data taken from <https://www.crime-statistics.co.uk>

Abuse may be physical, sexual or psychological. Whilst abusers may be relatives or friends of the family, some meet children, young people and vulnerable adults in other contexts. A small minority of these may gain access to children/young people in schools/colleges as teachers, support staff or through voluntary involvement in enrichment activities. Students should not feel inhibited from reporting abuse against them by staff or volunteers. Any incident where a student has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour should be reported. The College will continue to ensure that the environment encourages students and staff to make truthful reports of any inappropriate behaviour. Handling allegations, particularly serious ones, is a complex and delicate process. In addition, failure to address bullying or racist incidents in College may lead to consideration under safeguarding learners' procedures.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.

This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Any fears or worries that children, young people and vulnerable adults bring into the College should not go unnoticed by staff but should be reported immediately and in confidence to the Designated Senior Lead (DSL) or the Deputy Designated Senior Lead.

1. Safeguarding Procedures

The college will follow the procedures set out by the Worcestershire Safeguarding Children Partnership (WSCP) in line with Keeping Students Safe in Education 2019 and take account of any guidance issued by the Department for Education (DfE). The College will:

- Ensure that a senior member of staff is appropriately trained and has designated duties to act as the Designated Senior Lead for Safeguarding. This is the Vice Principal Information Systems and Student Experience. The DSL will ensure that Safeguarding policies and procedures are fully implemented and followed by all staff. The Student Engagement Manager will act in the absence of the DSL as the Deputy DSL.
- Ensure that the DSL will co-ordinate action on safeguarding and promoting the welfare of young people and vulnerable adults with the support of the Deputy DSL and the College Safeguarding Team, ensuring that all staff, volunteers and visitors to the College know who the DSL is, understands their role and who acts in his/her absence.
- Ensure that the DSL/Deputy DSL have made arrangements to ensure adequate and appropriate cover arrangements are in place when they are not available or for out of hours activities.
- Ensure that there is a nominated Safeguarding Governor.
- Ensure that staff and volunteers are aware of their responsibilities in being alert to the signs of abuse and neglect including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) Radicalisation and Extremism (Prevent) and Sexual Violence & Sexual Harassment and of their responsibility to report and record any concerns to the DSL or the Principal and that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon.
- Ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and risky behaviour and assist staff to monitor their own standards and practice;

- Ensure that parents/guardians have an understanding of the responsibility placed on the College and staff for safeguarding by publishing our policy on the college website.
- Ensure that partner organisations are aware of, and understand the need for compliance with our safeguarding guidelines and procedures.
- Be aware of and follow procedures set out by the DfE and the Worcestershire Safeguarding Children's Partnership where an allegation is made against a member of staff or volunteer, including making a referral to the Local Authority Designated Officer (LADO). Ensure that a referral is made to DBS and/or the National College for Teaching and Leadership if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. Please see the Managing Allegations Policy for further guidance.
- Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines.
- In instances that feature particularly high risk elements, the DSL will engage in 'priority dialogue' with the Principal and CEO and/or the Deputy Principal in his/her absence, in order to come to an organisational position.
- Ensure that the Safeguarding policy and procedures are reviewed annually by the Corporation, unless an incident or new legislation or guidance requires the need for an interim review.

2. Training Guidelines

- 2.1 When staff join the College they will be informed of the safeguarding arrangements in place. They will be given a copy of this policy, the Professional Code of Standards for Staff, Annex A of Keeping Children Safe in Education and informed who the DSL is and who acts in their absence and what this role includes.
- 2.2 All staff are required to undertake a mandatory training session on safeguarding within their probationary period. The training programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a young person or vulnerable adult, when and how to record a concern about the welfare of a young person or vulnerable adult, e-safety and advice on safe working practices. Full training will be refreshed at least every 3 years. In addition, they will receive safeguarding and child protection updates as required, but at least annually and safeguarding information will be shared on the safeguarding tile held on the staff portal.
- 2.3 All volunteers, agency staff and regular visitors to the college will be told where to access our policy, given the name of the DSL and Deputy and informed of the College's procedures in reporting concerns.
- 2.4 Staff with specific responsibility for safeguarding will undertake both single and inter-agency training at a level suitable to their role and responsibilities. In addition to formal training the DSL and deputy will update their knowledge and skills via WSCP briefings, network meetings and seminars, at regular intervals, at least annually.
- 2.5 Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation (WRAP training), Sexual Violence and Sexual Harassment, Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.

3. Responsibilities of Heart of Worcestershire College

3.1 **The Governing Body** will nominate a member to have leadership responsibility for the College's safeguarding arrangements and responsibility for liaising with the DSL and or the Principal in matters relating to safeguarding, to ensure that;

- Safeguarding policies and procedures are in place, and are available on the college website or by other means and reviewed annually;
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education;
- An annual report on the effectiveness of the College's safeguarding procedures is presented to the governing body;
- Any weaknesses brought to the college's attention relating to safeguarding are remedied without delay.
- The DSL and deputy DSL role is explicit in the role holders' job descriptions;
- Any returns requested by the Local Authority/Worcestershire Safeguarding Children's Partnership (e.g. s175 audit, CSE audit) are completed in a timely manner to enable the WSCP to meet its statutory duties
- The college complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people being drawn into terrorism.
- The College contributes to inter-agency working in line with statutory guidance.
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers

The Principal will ensure that:

- The safeguarding policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection.
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures;
- All allegations of abuse by staff are reported to the LADO in a timely manner.

The DSL will co-ordinate action on safeguarding and promoting the welfare of young people and vulnerable adults within the College setting. The DSL, with the support of the Deputy DSL and College Safeguarding Team, is responsible for:

- Organising mandatory safeguarding training and for all newly appointed staff and regular refresher training sessions to enable staff to update as required;
- Providing a mechanism to ensure that all staff understand and are able to discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education; and ensure the College's child protection policies are known, understood and used appropriately;
- Providing information to the WSCP/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Undertaking, in conjunction with the Principal and Safeguarding Governor, an annual audit of safeguarding procedures, using the County safeguarding checklist;
- Referring a young person or vulnerable adult to the Family Front Door, Children's Social Care or Adult Social Care as appropriate, when there are concerns about

possible abuse and neglect; Understanding the assessment process for providing early help and make use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;

- Referring a young person to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
- Keeping written records of concerns about young people and vulnerable adults, even where there is no need to refer the matter immediately;
- Ensuring all child protection records are kept securely and in locked locations;
- Ensuring that all child protection files are transferred in a safe and timely manner when a young person or vulnerable adult moves settings, both between and across phases, within and out of county and that a receipt of transfer is obtained;
- Notifying the key worker if there is an unexplained absence of more than two days of a young person who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where young people or vulnerable adults go missing on repeated occasions;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
- Contributing to assessments and providing reports to initial and review conferences which, where appropriate, have been shared with parents first;
- Assess risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at College;
- encourage a culture of listening to children/young people and taking account of their wishes and feelings, among all staff;
- Act as a source of support, advice and expertise for all staff.
- Liaise with the HR Manager in relation to DBS referrals that are required in regards to staff, further to allegations and investigation outcomes.
- Act as a source of advice and expertise for managers/HR undertaking investigations into safeguarding matters which relate to staff conduct.

4. Procedures for Managing Concerns

- 4.1 Our College adheres to child protection procedures that have been agreed locally through Safeguarding Worcestershire <https://www.safeguardingworcestershire.org.uk> Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [WSCP Levels of Need Guidance](#).

Every member of staff, including volunteers working with students at our college, is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a student or member of staff, staff members should always act in the interests of the student/member of staff and have a responsibility to take action as outlined in this policy. They should not assume a colleague or another professional will take action and share information that might be critical in keeping children/young people safe.

- 4.2 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL/Deputy DSL to build up a picture and access support for the student at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 4.3 It is *not* the responsibility of College staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 4.4 The Designated Safeguarding Lead (DSL) or Deputy DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the college. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a student is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of a member of the Safeguarding Team.
- 4.4 Following receipt of any information raising concern, the DSL/Deputy DSL will consider what action to take and seek advice from Children's Social Care as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 4.5 All referrals will be made in line with [local procedures](#) as detailed on the West Midlands Safeguarding Procedures website. If, at any point, there is a risk of immediate serious harm to a student a referral should be made to Children's or Adult Social Care Services immediately. Anybody can make a referral. If the student's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL/Deputy DSL.
- 4.6 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's or Adult Social Care Services, or the police if: the situation is an emergency and the designated senior person, their deputy and the Principal are all unavailable; they are convinced that a direct report is the only way to ensure the student's safety.'
- 4.7 Any member of staff who does not feel that concerns about a student have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's or Adult Social Care Services directly with their concerns.

5. Peer On Peer Abuse including Sexual Violence and Harassment

- 5.1 We recognise that young people and children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; gender based violence/sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Abuse perpetrated by young people and children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as

to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any young person who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.2 Abuse should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”; We recognize the gendered nature of peer on peer abuse (i.e. that it is more likely that females will be victims and males perpetrators), and some groups are potentially more at risk for example, females, children/young people with SEND and LGBT children/young people but that all peer on peer abuse is unacceptable and will be taken seriously; and that there are different forms peer on peer abuse can take, such as:

- Bullying (including cyberbullying);
- Sexual violence (such as rape, assault by penetration and sexual assault);
- Sexual harassment, such as sexual remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals;
- 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

5.3 Staff should be aware that such incidents and/or behaviours can be associated with factors outside the college and can occur between children outside the college. Staff, and particularly the DSL, should always consider the context in which such incidents and/or behaviours occur.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Student Standards

5.4 Where a young person discloses peer on peer sexual violence or harassment against another student in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the college is unable to conduct its own investigation into such incidents.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2019 and the DfE guidance ‘Sexual violence and sexual harassment between children in schools and colleges’.

The College will take immediate action to identify how best to support and protect the victim and the alleged perpetrator. Where the disclosure includes an online element the DSL/Deputy DS: will refer to the UKCCIS sexting guidance. It is key that staff do not view or forward illegal images of a child. There is guidance available for when this is unavoidable.

5.5 When there has been a report of sexual violence, the DSL/ Deputy DSL will make an immediate risk and needs assessment. Where a report of rape, assault by

penetration or sexual assault is made, this will be passed on to the police. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

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

Risk assessments will be recorded (written or electronic) and kept under review.

The DSL/Deputy DSL will engage with Children's Social Care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

6. Child Sexual Exploitation (CSE)

- 6.1 We recognise that CSE is a form of child sexual abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a young person's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.
- 6.2 The College addresses the risks of sexual exploitation in the tutorial curriculum. A common feature of sexual exploitation is that the young person often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The young person may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.
- 6.3 All staff, volunteers and governors are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL/Deputy DSL.
- 6.4 The DSL will use the Worcester Safeguarding Children's Board CSE Screening Tool on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern the DSL should contact their local Missing and Child Sexual Exploitation Forum and email the completed CSE Screening Tool along with a Family Front Door (FFD) Cause for Concern form. If a child is in immediate danger the police should be called on 999.

7. Child Criminal Exploitation: County Lines

- 7.1 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

7.2 Cuckooing

Cuckooing is when drug gangs take over the home of a vulnerable person through violence and intimidation, using it as their base for selling/manufacturing drugs.

Signs of cuckooing:

- An increase in people coming and going
- An increase in cars or bikes outside
- Litter outside
- Signs of drugs use
- You haven't seen the person who lives there recently or when you have, they have been anxious or distracted.

Going County

This is the most popular term that describes County Lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

Trapping

The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

Trap House

A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users) but sometimes young people are forced to stay in trap houses.

Trap line

This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

7.3 All staff are made aware of the indicators of Child criminal exploitation and all concerns are reported to the DSL/Deputy DSL.

Further guidance is available in the Home Office's publication 'County Lines: criminal exploitation of children and vulnerable adults'.

8. **Special Educational Needs and Disability (SEND)**

8.1 We recognise that young people with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration;
- young people with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

9. **Extremism and Radicalisation**

9.1 The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance

of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Some children/young people are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

We recognise that children and some adults are vulnerable to extremist ideology and radicalisation. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The College encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the college and where political issues are brought to the attention of the students, reasonably practical steps have been taken to offer a balanced presentation of opposing views to students.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies, equality and human rights.

We will ensure that:

- All staff are aware of the College's Prevent strategy.
- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in College and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our college by using effective filtering and usage policies.
- The DSL/Deputy DSL has received Prevent training and will act as the point of contact within our College for any concerns relating to radicalisation and extremism.
- The DSL/Deputy DSL will make referrals in accordance with West Midlands child protection procedures and will represent our College at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- We will use relevant information, tools and resources to help our staff and parents recognise and address extremism and radicalisation in young people, for example the Educate Against Hate website.
- The College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Worcester Police must be contacted by dialling 999. In non-urgent cases where

police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

10. Homelessness

- 10.1 Being homeless or being at risk of becoming homeless presents a real risk to a child/adults welfare. The DSL//Deputy DSL are 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, 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.
- 10.2 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. Children's services will be the lead agency for young people aged 16 and 17 and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.
- 10.3 The College works with a range of agencies to support students with homelessness issues.

11. Forced Marriage

- 11.1 Forcing a person into a marriage is a crime in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. 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, financial, sexual and emotional pressure or psychological. It may also involve physical or sexual violence and abuse. 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 colleges can play an important role in safeguarding children from forced marriage.

A forced marriage is not the same as a pre-introduced or arranged marriage which is common in several cultures, whereby the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

College staff should never attempt to intervene directly as a College or through a third party. Contact should be made with Family Front Door.

For further guidance, read 'Forced Marriage' and Worcestershire's Forced Marriage, Honour-Based Violence and Female Genital Mutilation Protocol – January 2016.

The Forced Marriage Unit has published [statutory guidance Multi-agency guidelines](#), which focus on the role of schools and colleges.

11.2 All staff are made aware of forced marriage and all concerns are reported to the DSL/Deputy DSL.

12. 'Honour Based' Violence, Female Genital Mutilation (FGM) and Breast Ironing

12.1 We recognise that our staff are well placed to identify concerns and take action to prevent children and young people from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child or young person that might be at risk of HBV they should inform the DSL/Deputy DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

12.2 Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may constitute domestic and/or sexual abuse.

Honour based violence might be committed against people who

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

12.3 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Concerns about FGM outside of the mandatory reporting duty should be reported as per the safeguarding procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

- 12.4 Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1000 girls at risk. Keeping Children Safe in Education (2018) mentions breast ironing on page 80, as part of the section on so-called 'honour-based' violence. Staff worried about the risk of breast ironing in college should speak to the Designated Safeguarding Lead as soon as possible. Colleges need to know the risk level within their communities and tackle the risk as appropriate.

All staff are made aware of forced marriage and all concerns are reported to the DSL/Deputy DSL.

13. Modern Slavery

- 13.1 The Modern Slavery Act 2015 places a new statutory duty on public authorities, including colleges, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including colleges) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'. Staff need to be aware of this duty and inform the DSL/Deputy DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL/Deputy DSL will then contact the NCA.

14. Procedure for dealing with disclosures

- 14.1 If a learner or member of staff discloses directly to a member of staff, the following procedure will be followed:
- Listen carefully to what is said.
 - Ask open questions such as:
 - 'Tell me what happened'.
 - 'Please explain what you mean when you say.....'
 - 'Can you describe the person?' or 'Can you describe the place?'
 - Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
 - Do not force the learner to repeat what he/she said in front of another person.
 - Do not begin an investigation.

Report immediately to the DSL/Deputy DSL and complete a written record, using the student's words as far as possible.

If at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Head teacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

15. Looked After Children/Care Leavers

15.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The College ensures that staff have the necessary skills, knowledge and understanding to keep looked after children safe. Appropriate staff have information about a child/young person's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements, including the level of authority delegated to the carer by the authority looking after the child/young person. The designated teacher for looked after children and the DSL/Deputy DSL have details of the child/young person's social worker and the name and contact details of the Local Authority's Virtual Head for children in care and previously looked after children.

15.2 Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers.¹ That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

16. Online Safety

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. The breadth of issues 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.

¹ A care leaver who is 16 or 17 (referred to in legislation as a 'relevant child' is defined in section 23A(2) of the Children Act 1989 as a child who is (a) not looked after (b) aged 16 or 17, and (c) was, before ceasing to be looked after by a local authority, looked after for a period of 13 weeks, or periods amounting in total to 13 weeks, beginning after s/he reached the age of 14 and ended after s/he reached the age of 16.

The college has in place filters and has invested in monitoring systems which safeguard and promote the welfare of children and adults and provide them with a safe environment.

17. Information Sharing and Confidentiality

17.1 Information sharing is vital in identifying and tackling all forms of abuse.

All personal information will be processed fairly and lawfully in line with our duties under the Data Protection Act 2018 and GDPR and will be held safely and securely. GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools and Children's social care, and other agencies is essential for keeping children safe and ensuring they get the support they need,

Information can be shared without consent if to gain consent would place a child at risk.

All data on the safeguarding file potentially forms part of an important story that may be needed retrospectively for many years. The elements of a student's file (name and address) that are needed to identify children with certainty are needed to be retained along with those records (until at least 25 years old).

The college recognises that all matters relating to safeguarding are confidential. The DSL/Deputy DSL or Principal will disclose information regarding a student or member of staff to other staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

When a child about whom concerns have been raised and recorded leaves the college, the DSL will consider if it would be appropriate to share information with the new college in advance of the child leaving to ensure that support is in place for when the child arrives.

17.2 Members of the College Safeguarding Team will:

- Explain to young people and families at the beginning of any involvement openly and honestly what information is to be shared and why.
- Consider the safety and security of the young person when making a decision on whether to share information.
- Respect the views of the young person and family when consent is not given. However, the DSL/Deputy DSL may need to override their wishes and share information whilst being honest in the interests of maintaining a working relationship.
- Seek advice if in doubt, especially where these relate to concern about significant harm to a child or serious harm to others. A cause, or possible cause, must not be ignored.
- A '*breach of confidentiality*' only occurs where the sharing of information is not authorised by the individual who provided it and to whom it relates. Refusal of consent does not necessarily preclude the sharing of information.

The College can lawfully justify the sharing of confidential information where:

- there is evidence that a young person/vulnerable adult is suffering or is at risk of suffering significant harm;

- where there is reasonable cause to believe that a young person/vulnerable adult may be suffering or is at risk of suffering significant harm;
- to prevent significant harm arising to a young person/vulnerable adult including through the prevention, detection and prosecution of serious crime – Safeguarding Children in Education, September 2018

17.3 Informing ESFA about serious safeguarding incidents.

The local authority and the institution have primary duties in respect of safeguarding, the Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. ESFA's role therefore, is to provide assurance to the SoS, in meeting her general duty, that the right organisations are taking action to keep all pupils and students safe.

For this reason, ESFA want to be made aware when an institution is itself the subject of an investigation by the local authority or the police. They do not require details of all the safeguarding incidents an institution reports to the local authority or to the police, only where the institution itself, or one of its subcontractors, is subject to investigation. In such circumstances, ESFA requires the Chair or Chief Executive of the institution (or senior designated safeguarding lead) to email Enquiries.EFA@education.gov.uk.

The main issues/referrals ESFA want to be notified about, where any funded students are concerned and those that result in police investigations. ESFA needs to be sighted on these cases and satisfied the right action is in hand by responsible bodies.

Once ESFA has been alerted that a serious safeguarding incident has taken place at an ESFA funded institution, ESFA will ensure the SoS is made aware. ESFA will then liaise with the organisations that have the primary duty. ESFA will take the action they deem necessary in accordance with the funding agreement.

ESFA do not require institutions to routinely inform ESFA about Prevent referrals to channel panels. In line with the position on safeguarding more generally, they only require institutions to inform them when an institution is itself, or one of its subcontractors, is the subject of an investigation by the local authority or the police in connection with a Prevent issue. In such circumstances, they require the Chair or Chief Executive of the Institution (or senior designated safeguarding lead) to email Enquiries.EFA@education.gov.uk.

18. Record Keeping

- 18.1 Any member of staff receiving a disclosure of abuse from a young person or vulnerable adult, or noticing signs or symptoms of abuse, will make notes as soon as possible writing down exactly what was said using the individual's own words as far as possible. All notes will be timed, dated and signed. Concerns should be recorded via the College Safeguarding Team's secure recording system. All records of a safeguarding nature should be passed to the DSL/ Deputy DSL. The DSL/Deputy DSL will maintain and regularly audit the college's child protection records and ensure that each stand-alone file includes a chronology of significant events.

19. Supporting Learners

- 19.1 We recognise that young people/vulnerable adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The College may be the only stable, secure and

predictable element in the lives of some individuals at risk. The College will endeavour to support the student through:

- The achievement of their qualification;
- The College ethos which promotes a positive, supportive and secure environment and gives individuals a sense of being valued;
- Adherence to the Student Standards Policy, ensuring that unacceptable behaviour is challenged with due consideration paid to individual circumstances;
- Liaison with partner agencies such as Children's Social Care, Child and Adult Mental Health Service (CAMHS) and other relevant agencies;
- The use of early help interventions, through the Family Front Door, when appropriate.
- Notifying Children's Social Care immediately if there is a significant concern.
- Providing continuing support to individuals by ensuring that appropriate information is forwarded under confidential cover to any new provider.

20. Safeguarding Vulnerable Adults from Abuse

20.1 All adults have a right to:

- Live free from violence
- Be protected from harm & exploitation
- Independence, which involves a degree of risk.

20.2 Who is vulnerable?

The term "vulnerable" adult refers to any person aged 18 years and over who is or may be in need of community care services by reason of mental or other disability, age, illness and who is or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation.

'Abuse' is the inflicting of harm, or by failing to act to prevent harm.

Vulnerable students may be abused within a dependent relationship or, more rarely, by a stranger. Abuse can be intentional or unintentional. There are 6 categories of abuse, which are physical, sexual, neglect, emotional, psychological or financial. It is not unusual for a vulnerable student to suffer more than one kind of abuse. Abuse may be a part of a pattern of behaviour or an isolated incident.

20.3 Other instances of vulnerability

We should also be aware of those students/adults who might find themselves vulnerable due to circumstance. For example, those who have:

- Experience of domestic violence
- Experience of Child Sexual Exploitation
- Experience of past or repeat bullying
- A history of self-neglect or self-harm
- Been a victim of abuse or crime
- Experienced abuse due to their racial, cultural or religious background
- A poor socio-economic background
- Refugee or asylum status
- Are or have been in the care system

- 20.4 Staff should note that vulnerable people are not a homogenous group, and the vulnerable status of a student/adult can change constantly depending on their circumstances.
- 20.5 If anyone suspects witnesses or hears of abuse they should immediately contact the DSL, the Deputy DSL or a member of the college Safeguarding Team. They will then follow the internal College safeguarding procedure and ensure that support is initiated.

21. Mental Health

- 21.1 The College aims to provide a supportive environment that will help learners with mental health difficulties to realise their academic potential and meet course requirements. We also aim to facilitate and promote positive mental health and well-being
- 21.2 If a student is considered to be at serious risk of self-harm the matter should be reported to the DSL, the Deputy DSL or a member of the Safeguarding Team. There are varying levels of risk; inevitably personal judgment will be required as to the seriousness and urgency of the situation and the appropriate course of action.
- 21.3 The safety of the individual concerned and of those around them is paramount. Where there are clear indications that the student is in imminent and serious danger the emergency services should be called.

22. Safer Recruitment and Selection of Staff and Volunteers

- 22.1 The College has a Recruitment Policy linking explicitly to this subject. The policy statement regarding safeguarding is included in all job advertisements, publicity material, recruitment websites and candidate information. This is further reinforced when offers of employment are made to candidates, in offer letters, conditions of employment and contracts of employment.
- 22.2 The recruitment procedure is robust in seeking to establish the commitment of candidates to support the College's measures to safeguard young people and vulnerable adults and to deter, reject or identify people who might abuse individuals or are otherwise unsuitable to work with them. Please refer to this policy for information on DBS requirements and interim arrangements on appointment.

All staff are required to undertake an enhanced DBS check with barred list check and in the absence of this check, before an applicant can start at the College a risk assessment will be conducted.

- 22.3 Our governors are subject to an enhanced DBS check with barred list check, in line with Worcestershire County Council's recommendation.

23. Allegations against Staff

- 23.1 It is recognised that a learner may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL and/or Principal, unless the allegations concern the Principal, in which case the Chair of Governors will be informed immediately.
- 23.2 The DSL (or Chair of Governors) on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). The College will follow LA

procedures for managing allegations against staff. Please refer to the Managing Allegations Policy for further guidance.

24. Whistleblowing

24.1 It is recognised that learners cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Please refer to the Whistleblowing Policy for further guidance.

25. Abuse of Position of Trust

25.1 It is recognised that as adults working in College, we are in a relationship of trust with the learners in our care and acknowledge that it is a criminal offence to abuse that trust. We acknowledge that the principle of equality embedded in the legislation of the Sexual Offences Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. It is recognised that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age, a significant cohort of the learners in College. However, it is important to note that staff should maintain appropriate boundaries with learners of all ages. Please refer to the Professional Code of Standards for Staff for further guidance.

26. Positive Physical Intervention

26.1 The College policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property. Please refer to the Search and Restraint Policy for further guidance.

27. Health and Safety

27.1 The College Health and Safety Policy reflects the consideration given to the safeguarding of learners and staff both within the College environment and when away from College undertaking trips and visits.

27.2 Risk assessments are undertaken and reviewed regularly, in respect of site security, risk of young people being drawn into terrorism or exposed to extremist behaviour, risk to and from young people displaying harmful behaviour.

28. Photography and Use of Images

28.1 The welfare and protection of our students is paramount and consideration should always be given to whether the use of photography is a risk. For this reason consent is always sought when photographing students using any means and including ipads, smart phones or camera and additional consideration given to photographing vulnerable students, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).

29. Safe Environment

29.1 The College undertakes appropriate risk assessments and checks in respect of all equipment and of the buildings and grounds in line with local and national guidance

and regulations concerning health and safety. The College has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors.

- 29.2 Visitors to the college, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted and must complete procedures detailed in the Visiting External Speakers Policy to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

30. Domestic Abuse

We recognise that exposures to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home.

Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called or visited the family home. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Our college receives Operation Encompass notifications via WCC Children's Portal daily from West Mercia Police.

We will ensure that our students are educated to ensure they understand what a healthy relationship looks like, via tutorials and campaign weeks.

31. Children Missing From Education

All staff should be aware that children/young people going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child/young person going missing in future. Attendance, absence and exclusions are closely monitored.

Where reasonably possible, the colleges will seek to hold more than one emergency contact number for each student. This goes beyond the legal minimum, is good practice, and will give the college additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern.

General information and advice for colleges can be found in the Government's Missing Children and Adults Strategy.

32. Racist Incidents

- 32.1 Racist incidents are dealt with through guidance set out in the Student Standards Policy. The College acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

33. Anti Bullying

33.1 Bullying incidents are dealt with through guidance set out in the Student Standards Policy. The College acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, racist, homophobic and gender-related bullying, will be dealt with in accordance with our Student Standards Policy. We recognise that students with special needs and/or disabilities are more susceptible to being bullied.

Bullying incidents concerning staff are dealt with through the Prevention of Harassment and Bullying policy

33.2 We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Family Front Door or to the Police.

34. Challenge and Escalation

34.1 The College recognises that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard young people/vulnerable adults.

34.2 As part of our responsibility for safeguarding, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the young person/vulnerable adult and promoting their welfare.

34.3 We are aware of the Worcestershire Safeguarding Children Partnership escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of our students.

35. Monitoring and Evaluation

35.1 Our Safeguarding policy and procedures will be monitored and evaluated by:

- Termly audit and analysis of Safeguarding cases ;
- Completion of an annual safeguarding report to Corporation;
- Completion of the WSCB safeguarding audit tool
- Student surveys and questionnaires;
- Discussions with students and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the single central record of recruitment checks;
- Termly meetings with the Link Governor for Safeguarding;
- Supervision of staff involved in child protection cases;
- Case file audits undertaken by the DSL/Deputy DSL.

36. Safeguarding Contacts

Internal

Designated Safeguarding Lead: Julia Breakwell
Vice Principal Information Systems and Student Experience.
Tel: 01905 572599 Mobile: 07799 216 454
(available during college opening times)
Email: Jbreakwell@howcollege.ac.uk

Deputy DSL: Sal Friel
Student Engagement Manager
Tel: 01527 572525 Mobile: 07967 445 749
Email: sfriel@howcollege.ac.uk

College Safeguarding Teams

Cross College

Worcester & Malvern: Sal Friel
Student Engagement Manager
Tel : 01527 572525 Mobile: 07967 445 749
Email: sfriel@howcollege.ac.uk

Deborah Bird
Student Support Officer
Tel: 01905 725534 Mobile: 07789 754 161
Email: dbird@howcollege.ac.uk

Natalie Hanson
Student Welfare Officer
Tel: 01905 725559 Mobile: 07912 783 040
Email: nahanson@howcollege.ac.uk

Bromsgrove & Redditch: Sal Friel
Student Engagement Manager
Tel : 01527 572525 Mobile: 07967 445 749
Email: sfriel@howcollege.ac.uk

Madeleine Penny
Student Welfare Officer
01527 527649 07967 445 558
Email: mpenny@howcollege.ac.uk

Helen Wood
Student Welfare Officer
Tel: 01527 572811 Mobile: 07881 379 253
Email: hwood@howcollege.ac.uk

Bethan Williams
At Risk Worker
Tel: 01527 572554 Mobile: 07811 379 252
Email: bewilliams@howcollege.ac.uk

Trudy Hazeldine
At Risk Worker
Tel: 01527 405461 Mobile: 07525 800 573
Email: thazeldine@howcollege.ac.uk

Safeguarding Governor

Lucy Hodgson

External

Children's Services Family Front
Door (FFD)

Tel: 01905 822666
Email: childrensteam@worcestershire.gov.uk

Emergency Duty Team (EDT)
out of office hours

Tel: 01905 768020
Website: <http://worcestershire.gov.uk/childreferral>

Community Social Work Team

Tel: 01905 846057

Local Authority Designated Officer:

Tel: 01905 846221
Email: lado@worcestershire.gcsx
Website:
http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1659/are_you_worried_about_an_adult_who_works_with_children

Education Adviser – Safeguarding:
Denise Hannibal

Tel: 01905 844436
Email: dhannibal@worcestershire.gov.uk

Police – Prevent team:

Tel: 01386 591835
Email:
prevent@warwickshireandwestmercia.pnn.police.uk

Anti-terrorist Hotline

Tel: 0800 789 321

Ofsted

Tel: 0300 123 1231

Childline

Tel: 0800 1111

Women's Aid (24hr. Helpline)

Tel: 0808 2000 247
email: helpline@womensaid.org.uk

West Mercia Rape and Sexual Abuse
Support Centre (WMRSASC)

Tel: 01905 724514

West Mercia Police:

24hrs non-emergency

Tel: 101/0300 333 3000

Emergency

Tel: 999

NSPCC Helpline

Website: www.westmerciapolice.uk

0808 800 5000

College staff can contact the Forced Marriage Unit if they need advice or information:
Contact: 020 7008 0151 or email fm@fco.gov.uk.

Appendices

Appendix 1

Additional support and advice

Abuse or Safeguarding issue	Link to Guidance/Advice	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
	Working together until women and children are safe	Women's Aid
	Support for survivors of any form of sexual attack	WMRASASC
	Sexual Assault Referral Centre	The Glade
	Rape and sexual violence support across Birmingham and Solihull	RSVP
	Support for people affected by crime	Victim Support
Benefit Advice	Boys2men	SAFE Stop Abuse For Everyone
	Benefit advice	Department for Work and Pensions
Bullying	Information on benefits and tax credits	Citizens Advice Bureau
	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds 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 education	DfE statutory guidance
	Child 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

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
	CSE support	Tell Someone
	Parents against child sexual exploitation	PACE
Drugs and alcohol	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	Empowering people to live healthy, safe and happy lives	Swanswell website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by West Mercia Police
General support	https://www.westmercia.police.uk/home	West Mercia Police
	http://www.youngsolutions.org.uk/	Young Solutions
	https://www.actionforchildren.org.uk/	Action for children
	Advice and guidance for families, children and adults	Your life, your choice
“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
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
	Supporting victims of honour-based abuse and forced marriage	Karma Nirvana website
Health and Well- being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Public Health England resources
	Rise Above: Free PSHE resources on health, wellbeing and resilience	DfE statutory guidance
	Medical-conditions: supporting pupils at school	DfE advice
	Mental health and behaviour	
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
	Worcester City Council - Homeless support	Worcester City Council
	Redditch Borough Council - Homeless support	Redditch Borough Council
	Bromsgrove District Housing Trust	Bromsgrove District Housing Trust
	Emergency accommodation for 16-25 year olds	Nightstop

	Supported housing for young people	YMCA
	Homelessness support for 16-25 year olds across West Midlands	St Basil's
	Homelessness prevention - South Birmingham	South Birmingham Homeless Project
	Drop in centre and floating support	The Basement Project
	https://www.fortisliving.com/	Fortis Living
LGBT	Support for gender variant and transgender children, young people and their families	Mermaids
	Advocate for and supporting lesbian, gay, bisexual and trans communities in Birmingham	The Birmingham LGBT Society
	Increasing understanding of gender diversity	Gendered Intelligence
	Empowering individuals	Stonewall
	Worcestershire Pride	Worcestershire Pride
Mental Health	Child and adolescent mental health services	CAMHS website
	Healthy Minds	Healthy Minds website
	Worcestershire Services	Worcestershire Wellbeing Hub
	Get support	Childline
	Essential Support for under 25s	The Mix
	Online support for young people	Kooth
	Children's mental health charity	Place 2 be
	Relationship support	Relate
	Support for bereaved families in Worcestershire	Footsteps
	Supporting bereaved young people in NE Worcestershire	Touchstones
	The big listen	Samaritans
	Mental Health Charity	Mind

Online Safety	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
	Internet safety support and advice	CEOP Thinkuknow
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Sexual Health	Sexual Health services	Know your stuff NHS
Violence	Gangs and youth violence: for schools and colleges	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 colleges	DfE advice
	Serious violence strategy	Home Office Strategy
Young carers	Support for young carers	YSS website

Appendix 2

Potential signs of safeguarding concerns

Young people may be at risk in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Indicators of safeguarding concerns

Caution should be used when referring to lists of signs and symptoms of potential safeguarding concerns. Although the signs and symptoms listed below may be indicative of abuse or risk there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

Common indicators

- Self-depreciation
- Extreme fear
- Being isolated or withdrawn
- Seeking attention/being over familiar
- Self-harm
- Substance abuse
- Eating disorder
- Poor attendance and/or poor punctuality
- Anti-social behaviour
- Untreated medical problems
- Health problems associated with lack of basic facilities
- Unexplained injuries
- Bruises, black eyes, broken bones
- Chronic running away
- Missing education
- Missing from home or care
- Estranged from their family
- Poor mental health
- Thoughts or attempts at suicide
- Trying to be ultra-good or perfect; overacting to criticism
- Gang related associations
- Knowledge that the young person is going abroad to be 'cut' or be married
- Voicing extremist ideologies
- Significant changes to appearance

If you have any concerns about a child or young person contact a member of the safeguarding team.

Appendix 3

Safer Recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the college's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

The SCR will be monitored and checked by the DSL on a regular basis, throughout the academic year:

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.
- Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

- If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff.

We will also do this if an individual moves from a post that is not regulated activity to one that is.

- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:
 - Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
 - Where the individual has received a caution or conviction for a relevant offence
 - If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
 - If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

- We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

- We will ensure that any contractor, or any employee of the contractor, who is to work at the college has had the appropriate level of DBS check. This will be:
 - An enhanced DBS check with barred list information for contractors engaging in regulated activity
 - An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the college.

Trainee/student teachers

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

- We will:
 - Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
 - Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
 - Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to

come into contact with children on a regular basis, for example, supervised volunteers

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

Governance

- All Governors of the College (who are known collectively as “The Corporation”) will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity

Appendix 4

Effects of domestic abuse on children and young people

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life. The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops, and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out; and if there is abuse in the home, they are less likely to invite their friends round. Education may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from college as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the Every Child Matters agenda:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

What you might see in College

- Unexplained absences or lateness – either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending college when ill rather than staying at home;
- Children and young people not completing their assignments, or making constant excuses, because of what is happening at home;
- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and college performance;
- Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

What colleges can do

Colleges can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it. For many victims, the college might be the one place that they visit without their abusive partner.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by college.

Colleges can support individual children and young people by:

- Introducing a whole-college philosophy that domestic abuse is unacceptable;
- Responding to disclosures and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- Giving emotional support – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- Providing somewhere safe and quiet;
- Improving the self-esteem and confidence of children and young people by:
- offering them opportunities to take on new roles and responsibilities;
- offering tasks which are achievable and giving praise and encouragement;
- monitoring their behaviour and setting clear limits;

- criticising the action, not the person;
- helping them to feel a sense of control in their college lives;
- involving them in decision making;
- helping them to be more assertive;
- respecting them as individuals;

Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called or visited the family home. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Our College receives Operation Encompass notifications via WCC Children's Portal daily from West Mercia Police.

The DSL's responsibility – the DSL should:

- The link to the children's portal is:
https://capublic.worcestershire.gov.uk/Chs_Portal/HomePage.aspx
- View the Operation Encompass website (www.operationencompass.org) for further information;
- Ensure the Safeguarding Education Adviser has up to date contact information;
- Ensure the Operation Encompass referral record document is retained in the same way as other child protection documents, in a secure place;
- Identify and brief a colleague who can deputise in his/her absence;
- Ensure that all teaching staff are aware of Operation Encompass and understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information;
- Inform the Governing Body that the College is part of Operation Encompass and the Governor with responsibility for safeguarding should have a working knowledge of the principles;

On receiving a Domestic Abuse notification, the DSL should:

- complete the Operation Encompass referral record
- notify appropriate staff members
- If there's no change to the child's behaviour - just monitor and log the DA
- If the child displays poor behaviour choices /seems upset/withdrawn, offer the relevant support needed

Bear in mind:

- Victim of incident may be anxious that the information will be shared inappropriately.
- Notification may not give details as to which parent is the perpetrator/victim – any disclosure to the 'wrong' parent could heighten risk.
- Need to be aware who is 'connected' to the child – e.g. TA/lunchtime supervisor may be child's relative / friend of the family.
- Inappropriate sharing of information could heighten the risk for the victim and/or the child.

If in doubt, consult with the Family Front Door (01905 822666)