Policy Number

Issue number 2

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Reviewed November 2017

Review date   November 2018

Originator   Lorraine Higham / Lisa Hartley

Responsibility Wendy Higgin

Changes made

05.11.17

08.11.17   Identification of named responsible individuals / change of DSL

Addition of additional DSL

Amendments to Safeguarding and Prevent teams, meetings and reporting structure.

Legislation and guidance

Inclusion of Risk Sensible Framework / Risk Management Toolkit

Modern Slavery

Honour Based Violence

Contact details

Safeguarding and Protecting Policy and Procedures

1.   Policy Statement

1.1   Accrington and Rossendale College, is committed to safeguarding and promoting the welfare of its learners and expects all its staff, volunteers and stakeholders to endorse and practise this commitment at all times.

1.2   Our College Core Values put our learners first and ensure that we provide a welcome, caring and inclusive environment within a culture of respect, openness and honesty. We value each of our learners as a unique individual and have high hopes and aspirations for all of them. We are committed to supporting our learners' development to foster high esteem, security, confidence and independence. We recognise that a safe and secure College environment with clear lines of communication with trusted adults helps all young people and adults.

1.3   At Accrington and Rossendale College we are committed to the well-being of both our learners and our staff and we fully recognise the contribution that we can make to protect and support our learners. We take seriously and are committed to our duty to safeguard and promote the welfare of learners and strive to create and maintain a safe learning environment for children and young people; identify where there are concerns regarding a child or young person and take action to address them in partnership with other organisations where appropriate.

1.4   Our approach to safeguarding and protecting our learners is therefore holistic; it is an intrinsic part of the ethos of the College and ensures we do more than simply meet our moral and statutory duties to safeguard and promote the welfare of our learners.

1.5   Our Principal and the Board of Governors recognise their responsibility in ensuring that arrangements are in place to safeguard and promote the welfare of children, young people and those deemed as vulnerable adults, as defined and required by the relevant statutory instruments.

2.   Scope

This policy applies to all learners, staff, governors, partners, contractors, volunteers and, visitors.

2.1   The College recognises that under child protection legislation a child is classified as a person under the age of 18. The college also includes any young people who are Children Looked After (CLA) or Care Leavers and vulnerable adults in the scope of this policy.
Vulnerable adults are people aged over 18 who are or may be eligible for community care services and whose independence and well-being would be at risk if they did not receive appropriate health and social care support. This could be individuals who are affected by mental ill health, have a learning difficulty and/ or disability, or a physical disability or impairment. This includes those at greater risk to abuse because of age, physical or mental health, learning disability, physical or sensory impairment or substance misuse or dependence.

2.2   The College also commits, within this policy that any learner experiencing difficulties or situations that may result in impairment or has an impact on their health, wellbeing, safety or development will be provided with the same level of identification, assessment, support and intervention regardless of age or circumstance.

3.   Commitment to the Policy

We aim to honour our commitment by:

3.2   **Prevention**
Through providing a safe learning environment, in which learners can communicate their concerns to staff or in which teaching, pastoral and support staff can;
    • Recognise signs and symptoms around child protection
    • Recognise signs and symptoms around the need for safeguarding
    • Understand how and when to implement early intervention triggers
Constantly reinforce our continuing commitment to protecting children and other vulnerable people through information to staff, learners and all of our stakeholders.

3.3   **Protection**
Through our robust policies and procedures alongside regular training and updating, we ensure that all staff are well informed and equipped to identify and respond appropriately and sensitively to safeguarding and protection issues.

3.4   **Support**
Through providing appropriate identification, assessment, referral and support to learners and staff.

In pursuit of these aims we will:

3.5 **Ethos and Culture**
• Place the learner at the heart of all we do
• Set high expectations in terms of the conduct and behaviour that we expect of all of our   College community
• Be clear that safeguarding and protecting our learners is the responsibility of everyone within our College
• Create an environment where everyone feels valued, safe and respected and where individuals are encouraged to talk and know they will be listened to
• Strive to embed our values into every area of College activity.

3.6 **Awareness**
• Ensure that all staff are aware of and understand the issues relating to safeguarding and protecting children, young people and vulnerable adults
• Ensure that all staff recognise and adopt the relevant procedure to be followed when made aware of an issue of concern relating to safeguarding and protecting
• Ensure that learners are aware that there are staff whom they can approach if they are worried or in difficulty
• Embed safety, respect, confidence and mutual respect and tolerance for those with different faiths and beliefs as part of our approach to our learners personal, social, cultural, moral and spiritual development
• Ensure that all third parties including subcontractors share the colleges commitment to the safeguarding and protecting of learners and demonstrate this commitment through the use of college or their own (college approved) policies and procedures
• Adopt a rigorous and consistent approach to dealing with bullying including online
• Ensure that learners are educated about bullying in all of its forms – emotional, physical, verbal, sexual, cyber/ internet and that they are aware of the strategies available to them to ensure their own protection and the importance of protecting others
• Ensure that all learners and staff are aware of the threat of radicalisation and help them to develop the knowledge and skills to challenge extremist opinions
• Provide support and regular training and guidance for all staff in line with best practice and the requirements of statutory guidance (Working Together to Safeguard Children / Keeping Children Safe in Education).

3.7 **Procedures and Interventions**
• Establish and communicate clear procedures for reporting and dealing with young people and adults who present with safeguarding concerns, including concern about young people vulnerable to radicalisation, where additional support or formal intervention may be required
• Ensure that all safeguarding and protecting concerns and referrals are handled sensitively and confidentially and in line with college procedures
• Have a clear procedure for reporting and dealing with allegations of abuse against members of staff. This will include seeking timely advice from external safeguarding agencies where necessary
• Have a clear procedure for referral of individuals who are at risk of being exploited by extremist or terrorist ideologies to the local Prevent or Channel teams
• Adopt safe practice and guidance when dealing conduct necessary risk management with learners or potential learners who have identified criminal convictions
• Maintain a rigorous policy of confidentiality including information sharing and keeping all records in a secure location including electronic records
• Ensure that all staff are aware of other key policies and processes that relate to safeguarding and protecting and understand their responsibility to adhere to these
• Ensure that all selection and recruitment includes all appropriate checks on staff suitability, including Enhanced Disclosure and Barring Service checks and in accordance with College policy and statutory guidance

• Maintain an accurate Single Central Record in line with Keeping Children Safe in Education guidance
• Provide clear guidance and processes to ensure that all third party providers including the provision of agency staff have robust and appropriate recruitment and selection processes in place to satisfy College policy and statutory guidance
• Review our policy and procedures annually or in the event of any changes to legislation or statutory guidance.

3.8 Partnerships
• Ensure that every effort is made to establish effective working relationships with parents/guardians and key staff from other agencies or partners
• Contribute to an inter-agency approach to Safeguarding and Protection

4. Responsibility for Safeguarding & Protecting

The Principal has the responsibility of ensuring that the Safeguarding and Protecting Policy and Procedures are adopted and approved by the Corporation Board and are fully implemented. Whilst the Board has specific overall responsibility for Safeguarding and Protecting within the College, they have a designated governor with specific responsibilities to:
• Act as a 'critical friend' to the College in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
• Ensure other governors attend appropriate safeguarding training.
• Ensure that the College does not operate in isolation and works effectively with external agencies available to support children and families
• Is able to lead on any investigation necessary in the event of allegations of abuse made against the Principal or other Senior Post holder, including liaison with the LADO or other agencies.

Board members receive regular reports from the DSL and appropriate training to ensure that they are familiar with their safeguarding responsibilities, college procedures and are able to provide effective scrutiny in ensuring the college meets all of its safeguarding and protecting responsibilities.

The college has an appointed Designated Senior Lead (DSL) who is a member of the senior leadership team and who has strategic responsibility for safeguarding and protecting. The DSL is closely supported by 3 Deputy Designated Senior Leads (DDSLs) who are appropriately experienced in safeguarding and child protection issues.

The DLS and DDSLs are responsible for:
• Leading and chairing the college Safeguarding and Prevent Group and ensuring that there are policies, procedures and systems in place to safeguard and promote the welfare of all children, young people and vulnerable adults within the college.
• Ensuring identified safeguarding procedures are followed and actions are agreed, monitored and achieved on relevant plans.
• Managing and supporting the operational safeguarding team.
• Overseeing the referral of cases of abuse, suspected abuse to Children's or Adult's Social Care, and ensuring allegations are referred to the Local Authority Designated Officer in accordance with LSCB Procedures.
• Overseeing the referral of individuals vulnerable to radicalisation to the local Prevent or Channel teams.
• Providing advice and support to staff, governors, partners and volunteers on issues relating to Safeguarding and Protecting.
• Maintaining proper records of all referrals, complaints or concerns in respect of abuse or safeguarding (even where that concern does not lead to a referral).
• Escalation of high or severe risk banded concerns.
• Ensuring that parents or carers of young people or vulnerable adults are aware of the College's Safeguarding Policy Liaising with schools and other establishments in relation to Safeguarding and Child Protection issues to ensure that appropriate arrangements are made for the learners attending College.

• Liaising with employers and training organisations (including work placements for learners) in relation to safeguarding and protecting issues to ensure that appropriate safeguards are in place.
• Ensuring that all staff, governors and volunteers receive appropriate training in safeguarding and protecting issues and are aware of and understand all college Safeguarding related policy and procedures.
• Ensuring that evidence is provided by employers of external staff and staff working for organisations providing services at the College, that their staff have been adequately vetted and trained in safeguarding.
• Oversee the process for dealing with applications made by learners, where disclosures involving "High needs" or "Criminal Convictions" are recorded to ensure the college meets its overall duty of care for all learners, staff and visitors.
• Ensure that when children or young people leave the college, their child protection file is copied and handed to the DSL at the new establishment as soon as possible.

The Head of Safeguarding is the college nominee, representing the college on the Children's Partnership Board (formally a subgroup of the Local Safeguarding Children's Board) and is also the nominated designated teacher for looked after children.

The DSL or the DDSL ensure that any serious case review / child death review documentation that may be required is completed when and if requested. Any child / learner death will be dealt with accordingly by the safeguarding team to ensure the family/ guardian's views are respected, MIS systems are amended immediately and pastoral support is provided for learners and staff who may be affected.
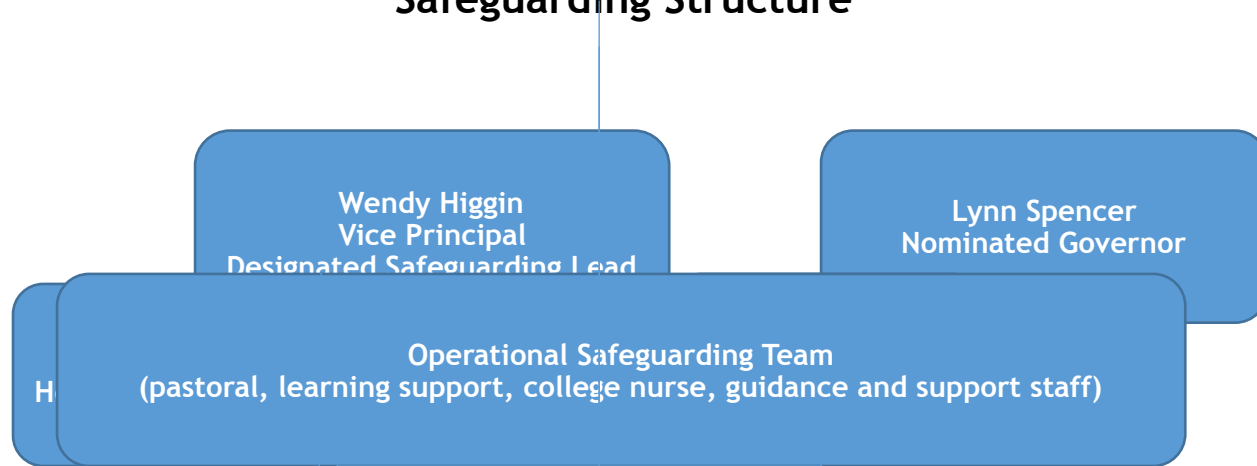
Based on individual cases, an appropriate member of the safeguarding team will present written reports and attend case conferences / child in need meetings / CLA reviews and other meetings relating to Safeguarding and protecting.

Safeguarding Team

Accrington and Rossendale College Designated Safeguarding Leads		
Designated Safeguarding Lead, DSL	Wendy Higgin SLT	DSL Training May LCC 2017
Deputy DSL and Prevent SPOC	Lisa Hartley	DSL Training LCC June 2016
Deputy DSL	Sarah Walton	DSL Training LCC July 2017
Deputy DSL	Marc McMahon	DSL Training LCC July 2017

Accrington and Rossendale College Nominated Governors
Lynn Spencer

Safeguarding Structure

Wendy Higgin
Vice Principal
Designated Safeguarding Lead

Lynn Spencer
Nominated Governor

Operational Safeguarding Team
(pastoral, learning support, college nurse, guidance and support staff)

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The Safeguarding team have responsibility for ensuring that college policies and procedures are effectively implemented and that it follows best practice and statutory guidance as determined by the DfE, Ofsted, the Home Office, DBS and Local Safeguarding Children Board.

Key DSL roles
• Act as key points of contact for staff and volunteers to provide advice and support around safeguarding and protecting issues
• Provide specialist advice and support to college staff and the safeguarding team
• Receive appropriate training and are aware of their responsibilities and procedures for specific circumstances of abuse and other vulnerabilities
• Receive individual safeguarding referrals from college staff, and co-work these cases with another member of the safeguarding team to agree on the appropriate action required. This may require:
  • DSLs to undertake a CAF assessment, where appropriate, to identify what Early Help is required
  • DSLs to signpost and refer to appropriate support agencies
  • DSLs to lead of TAF meetings where it is appropriate for them to do so
  • DSLs to refer to Children's social care where Early Help has not been successful in reducing risk and meeting unmet needs using the Lancashire Continuum of Need and Thresholds Guidance and CSC Referral Form, taking into account local guidance including Risk Management Toolkit
  • DSLs to contribute to CIN, Child protection and CLA review meetings providing accurate and comprehensive reports
  • DSLs to refer to adult social care where appropriate in line with LSAB procedures.
  • DSLs to utilise Wellbeing, Prevention and Early Help services by using Request for Service Form
  • DSLs to work with other staff to identify and work with any organisations that are relevant in meeting the needs of learners and their families
  • DSLs to ensure that all staff working with families will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help.
  • Raise awareness of developments in safeguarding good practice, the Prevent agenda and links to Health and Safety

• Ensure learners are aware of college safeguarding, bullying, online safety and other related policies and practices
• Develop initiatives which maintain the highest profile for Safeguarding in College and its partners
• Ensure that learners views about their safety at College is sought and consider the feedback reports, taking action to address issues as necessary.

• The Safeguarding and Prevent team (DSLs) meet fortnightly to review the effectiveness of safeguarding provision, and ensure the effective implementation of policies, procedures and systems that relate to the safeguarding, protecting and promoting the welfare of all young people and vulnerable adults. Co-opted members provide expert opinion and guidance as appropriate.

• The Safeguarding and Prevent team report to the Strategic Health, Safety and Security meeting termly.

• The operational safeguarding team meet to provide casework supervision to enable and support staff to reflect on their practice, values and attitudes and to make and explain professional judgements.

• An online safety group meeting half termly to ensure safe and effective processes are in place.

• A Health and Safety group meet and report to the Strategic Health, Safety and Security meeting termly.

5.   Safeguarding and Protecting Procedures for Staff

All staff are familiar with the College process for dealing with concerns or allegations of abuse raised by learners.

5.1   Procedures for reporting a Safeguarding Concern

• If a learner tells a member of staff that abuse is taking place, or discusses another recognised safeguarding issue, they should be acknowledged, taken seriously and listened to.

• As soon as it becomes clear that a learner is talking about a safeguarding issue, you need to gently stop them and inform them that they if they continue you have a legal obligation to pass the information on to a member of the Safeguarding team. You cannot promise confidentiality to the learner.

• The learner should be assured that the matter will be discussed only with the people who 'need to know' about it, i.e. Member of Student Safeguarding team, Social Worker, and Police Officer that specialises in child protection.

• It is important not to ask too many questions. Listen carefully, acknowledge the seriousness of the situation and let the learner know you understand. Ensure that you do not ask leading questions. As soon as possible write down the details of what has been told to you using the SP1 form (see procedures). Concerns must be reported immediately if person is in immediate risk of harm danger or for any other concerns as soon as possible but within 24 hrs.

• The SP1 form can be found on SharePoint – Safeguarding - forms

• **You must not investigate any accusations or take any further action yourself.**

• The completed SP1 form must be forwarded to the Corporate Support team either:
  a. In person
  b. By email to a named individual
  c. By email to Safeguarding@accross.ac.uk

A follow up phone call should always be made to ensure the email has arrived (01254 354006 / 354066)

- On receipt of an SP1 form, the Corporate Support team will contact a member of the Safeguarding and SP1 should be factually based but you should also explain your concerns. The form should be as comprehensive as possible and include as much detail and background information relating to the learner so that the person dealing with the referral has as much relevant information as possible from the outset.

- If you do not have time to complete an SP1 due to an emergency situation you must contact Corporate Support in order to initiate support, action and intervention. The SP1 should be completed and forwarded as soon as possible afterwards.

In cases of emergency if a member of the safeguarding team cannot be contacted, any member of staff may refer to social care or the police if serious concerns of harm are identified or if a child is in. Children's social care 0300 123 6720, Police 101 or 999

- The safety and welfare of the learner or person at risk of harm is paramount at all times

- Any requests for information from third parties, including social workers, solicitors or the police must be referred to the DSL or DDSLs. This includes requests for individual members of staff to attend external meetings. No information should be shared without the consent of the DSL / DDSLs

- If any disclosure is made, or you are concerned about the immediate safety of a learner and this is out of normal College hours then you should complete an SP1 form in the usual way and then contact the College on call duty manager on **07966 219725.** If it is after 9.15pm or over a weekend you should call the duty SLT manager on **07545 204592** who will decide whether this issue needs referral to the DSL.

- The College's Safeguarding Procedure and how to respond to disclosure of alleged abuse is summarised on a flow diagram. (see Appendix A)

- The policy, procedures and contact details of the Safeguarding and Protecting team are also available on Sharepoint.

5.2 Types of abuse and neglect

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

5.3 Other specific safeguarding issues

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

  School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

- **Children missing from home or care :** When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. When a 16 or 17-year-old runs away or goes missing they are no less vulnerable than younger children and are equally at risk, particularly of sexual exploitation or involvement with gangs. A 16 or 17-year-old who has run away may present as homeless. In this case, local authority children's services must assess their needs as for any other child. Where this assessment indicates that the child is a child in need and requires accommodation under section 20 of the Children Act 1989, they will become looked after.

- **Sexual exploitation:** Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However,

it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- **Bullying and Cyber bullying:** Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

- **Sexting:** Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by a child's future employer, their friends or even by paedophiles. By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003. As mobile phones with cameras and internet access are readily available these days and indeed, the increased use of Bluetooth technology -images can be shared easily and at a reduced cost between friends at school or college. As well as this, young people will always look to push the boundaries at an age when they are more sexually and socially aware.

- **Domestic Violence:** any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
  a. psychological
  b. physical
  c. sexual
  d. financial
  e. emotional

- **Teenage relationship abuse:** Teenagers experience as much relationship abuse as adults. Several independent studies have shown that 40% of teenagers are in abusive dating relationships. Research has shown that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim, e.g. because they were unfaithful.

- **Drugs:** this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances

- **Fabricated or induced illness**: The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. The management of these cases requires a careful medical evaluation which considers a range of possible diagnoses. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:
  a. fabrication of signs and symptoms. This may include fabrication of past medical history;

    b. fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;

    c. induction of illness by a variety of means.

- **Faith abuse:** The number of cases of child abuse linked to faith or belief in spirits, possession and witchcraft is believed to be small, but where it occurs it causes much distress and suffering to the child. It is likely that a proportion of this type of abuse remains unreported. Abuse linked to faith or belief may involve a wider context, where the child is treated as a scapegoat in circumstances of family stress, deprivation, domestic violence, substance abuse and mental health problems.

- **Female genital mutilation:** FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long term health consequences, including difficulties in childbirth also causing dangers to the child. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 from October 2015.

- **Gangs and youth violence:** The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. Colleges have a duty and a responsibility to protect their pupils and students. While pupils and students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. Colleges are places where important interventions can take place to prevent negative behaviour, such as young people carrying a knife. In order to tackle violence affecting colleges and the community, it is important to:

    a. understand the problems that young people are facing both in school/college and in their local community;

    b. consider possible avenues of support; and

    c. work with local partners (who may have valuable information, resources or expertise).

Colleges should also recognise that 'early intervention' includes anti-bullying and a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential. For example, the curriculum should include teaching conflict resolution skills, understanding risky situations, and violence and abuse should be clearly defined so that young people know when to seek help.

- **Violence against women and girls** : Education must play a role in discouraging violent and abusive behaviour. The Governments 'This is Abuse' campaign has been successfully helping to educate young people about damaging behaviours within relationships. Violence against women and girls can include domestic violence and abuse, forced marriage, FGM, stalking, sexual violence, gang related violence and abuse and on-line bullying and harassment.

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

of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. Children and young people are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant Whilst the majority of child trafficking cases known about involve cross border movement, it is also known that child trafficking occurs within the UK. A number of serious cases involving organised child sexual exploitation and trafficking have raised this issue and agencies should be aware of the risks in relation to this type of trafficking.

- **Forced marriage:** A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

- **Honour Based Violence (HBV)** 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

- **Modern Slavery** The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, 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 schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'. Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

• **Mental Health:** Good or positive mental health is more than the absence or management of mental health problems; it is the foundation for wellbeing and effective functioning both for individuals and for their communities. The phrase 'mental health problem' is used as an umbrella term to describe the full range of diagnosable mental illnesses and disorders, including personality disorder. Mental health problems may be more or less common, may be acute or longer lasting and may vary in severity. They manifest themselves in different ways at different ages and may (for example in children and young people) present as behavioural problems.

• **Private fostering:** Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more and parental consent is therefore, usually explicit. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). The local authority is the body responsible for deciding whether the arrangement is suitable and for monitoring whether the arrangement continues to be suitable. Any other person aware of a private fostering arrangement should, as part of their responsibility to safeguard the welfare of children, notify the local authority. This will include teachers and other school staff, health visitors, GPs, school nurses, and a range of other people whose work brings them into contact with children.

• *Extremism and radicalisation:* Protecting children and young people from the risk of radicalisation is part of College's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of

radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's or young people's behaviour which could indicate that they may be in need of help or protection. They should use their professional judgement in identifying those who might be at risk of radicalisation and act proportionately which may include making a referral, to the Channel programme. All referrals relating to concerns about extremism or radicalisation should be made through the normal safeguarding (SP1) referral process. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included are calls for the death of members of our armed forces, whether in this country or overseas.

5.4   Early intervention

Sometimes a disclosure may be made by a learner where they are not at risk or likely to be suffering from harm, but where some intervention or additional support may be required to enable that leaner to thrive. Members of staff should still complete an SP1 form and submit this as above. The SP1 team will pick this up in exactly the same way and ensure this is delegated to a relevant member of the team who can best support the learner.

Some examples may include:
• Learners missing from home
• Homelessness / 'sofa surfing' / family breakdown
• Drug or alcohol misuse • Risk taking behaviour including inappropriate sexualised behaviour
• Teen violence / domestic violence
• Changes in attendance / behaviour patterns
• Bullying including cyber or workplace bullying
• Financial issues which are having an impact on the well being of the learner (food, clothes etc.)
• Gambling
• Young carers

Members of staff may become aware of such issues / situations where these are not necessarily disclosed by the learner. In these situations, the member of staff should complete an SP1 form with as much detail as they are aware of and refer this through the Corporate support team.

5.5   The Safeguarding Team

On receiving an SP1 referral, Corporate support will log receipt of the form and refer this to the Head of Safeguarding or other DSL, who will 'triage' each referral and make a decision about the next step. This may include:

• As assessment using the Continuum Of Need thresholds.

• Further discussion with the referring member of staff or the learner concerned and parents or carers if appropriate.

• Liaison with and / or referral to appropriate internal support team including pastoral, learning support, counselling or a specialist member of the safeguarding team.

• Referral on to an external support agency or to Lancashire Children's Social Care, Wellbeing, Prevention and Early Help, the police, the Prevent or Channel team etc.

Appropriate documents will be updated and saved and this includes electronic records on the College learner monitoring and support system. Sensitive information will be recorded

only in the confidential area of the system where access is limited to the DSL / DDSLs and key members of the safeguarding team. Hard copy records, including documents obtained through the sharing of information will be kept and stored securely in the Corporate support office and Head of Safeguarding.

6.   Work Experience

Learners may undertake work experience placements as part of their programme of study, apprenticeship, traineeship or course whilst studying at the College. This work experience may be within the college setting or with employers / voluntary organisations on external work placements. In order to safeguard our learners, we are required to take reasonable steps to assess the effectiveness of the employer's risk management arrangements by asking sensible questions, in proportion to the level of risk and be satisfied that those arrangements are in place.

College guidance has been developed in order to comply with such Health and Safety Executive and Department for Education guidance. This guidance covers all curriculum areas and includes all learners. A cross college work experience team oversee the suitability checking of all placements to ensure that all have appropriate health and safety measures in place to safeguard the health safety and wellbeing of all our learners. All staff who are involved with external work experience and work based learning receive appropriate training in order to assess and monitor the suitability of placements. It is the responsibility of all staff working with employers who provide training for our learners to report any concerns regarding their suitability as placement providers, regardless of the learner's age or mode of study.

The Head of Safeguarding provides regular reports to the health and safety and safeguarding groups with regard to work experience and work based learning placements.

The College's due diligence process ensures that all subcontracted provision complies with college guidance when assessing and monitoring the suitability of all work placements.

7.   Terrorism, Extremism and radicalisation

We are fully committed to the Prevent agenda and have engaged with the Lancashire constabulary Prevent team who have provided training to key College staff and managers. We also have an excellent working relationship with the North West Regional Prevent Coordinator for FE/HE. All staff have undertaken initial Prevent training and further refresher training, based on the requirements of different roles within College. Any concerns raised by learners or issues of concerns observed by members of staff should be referred through the SP1 process.

8.   The Appointment of Staff

The College is committed to a culture of safe recruitment and has adopted recruitment procedures that help deter, reject or identify people who might be unsuitable to work with children, young people or vulnerable adults. The College maintains that our main campus is a 'Specified place' and as such requests an Enhanced Disclosure with barred list information from the Disclosure and Barring Service (DBS) for all prospective members of staff after a provisional offer of employment is made to an applicant. The nature of our establishment allows posts to be exempted from the Rehabilitation of Offenders Act 1974 and applicants are required to disclose details of any criminal record. The College adheres to guidance Safer Recruitment Guidance specified in Keeping Children Safe in Education (2016).

On receipt of the DBS Certificate, if a criminal record is revealed, the Vice Principal, Curriculum, Quality and Safeguarding (Lead Countersignatory and Designated Senior Lead) will ensure that an open and measured discussion with the individual takes place about the subject of any offences or other matter that might be relevant to the position If further guidance or information is required, the Vice Principal will seek permission to discuss the Disclosure with the relevant line manager or other member of the College's Safeguarding Team before a decision about an individual's employment is made. A full risk

assessment may also be necessary dependant on the nature of the Disclosure and the position concerned. Having a criminal record will not necessarily bar people from working at the College. This will depend on the nature of the position and the circumstances and background of their offences.

The College also undertakes a number of other pre-employment checks on prospective employees, and any offer of employment is also conditional on the satisfactory completion of these:
• confirmation that a teacher is not subject to a prohibition order issued by the Secretary of State
• verification of the individual's identity
• verification that the individual is mentally and physically fit to carry out their work responsibilities
• a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
• a full risk assessment if the individual will start work in regulated activity before the DBS certificate is available that ensures that an individual will be supervised in their work
• verification of the individual's right to work in the UK.
• further appropriate checks if the individual has lived or worked outside the UK
• verification of professional qualifications, as appropriate
• references from last or current employer, asking specifically about the individual's suitability to work with young people or vulnerable adults• verification of complete and accurate work history

9.   Allegations of abuse against a member of staff

All staff should take care not to place themselves in a vulnerable position with a learner, child, young person or vulnerable adult and should understand and follow college professional guidance and related policies. Allegations of abuse or complaints about unprofessional conduct or breach of the college's code of conduct made against a member of the college staff will be dealt with under the college disciplinary policy or the Allegations Against Staff policy. The HR team will be involved in these issues. Discussion, guidance, advice or consultation with the Local Area Designated Officer (LADO) will take place where appropriate. LADO, Tim Booth tim.booth@alancashire.gov.uk / 01772 536694.

Any allegation of abuse made against a member of the college staff will be dealt with under guidelines contained in Part 4 of Keeping Children Safe in Education 2016.

Learners will be fully and appropriately supported through this process by an independent member of staff.

10.   Whistle Blowing

All staff will be made aware of their duty to raise concerns about attitudes or actions of colleagues and should refer to the college's whistleblowing policy or if necessary speak with a member of the safeguarding team or HR.

11.   Training and support

The college has developed a comprehensive safeguarding training programme to ensure all staff are provided with the knowledge, skills and understanding to fulfil their role in relation to safeguarding. This training is undertaken at induction and through regular updates. Records of staff training are maintained by the HR team.

We ensure that all staff, with particular responsibility for responding to protection issues and concerns, attend training relevant to their role including multi-agency LSCB training and specialist area specific training.

We recognise that staff who are involved in working with learners who have suffered harm or appear to be likely to suffer harm require safeguarding supervision to reflect on their work and decision making, ensure best practice in line with guidance is adopted, to share information as appropriate and to support the health and wellbeing of staff. Supervision is embedded into the framework to support staff, ensure safe practice and quality assure the systems and practices are fit for purpose.

All members of staff are encouraged to contact the Safeguarding team at any time for advice or information. They must, however, always use the SP1 reporting process to formal record a safeguarding issue.

12.   Record keeping

Confidential records are kept of all reported SP1 issues, whether this is alleged or suspected abuse or a concern requiring intervention in line with KCSIE guidance. These are kept securely in the corporate support office or on Pro Monitor and cannot be accessed without expressed permission. No records of alleged or suspected abuse should be kept by staff or elsewhere in college; this includes electronic communications which must be deleted. Confidential areas within promonitor (learner ILP) and college system are used for storing electronic learner safeguarding records and can only be accessed by designated roles. Hard copies of records are stored securely.

Any requests for information from third parties, including social workers, solicitors or the police must be referred to the DSL or DDSL. This includes requests for individual members of staff to attend external meetings. No information should be shared without the consent of the DSL / DDSL.

13.   Information Sharing

The College adopts the information sharing protocols recommended in local and national guidance. Any requests for information sharing will be considered by the DSL /DDSL who will comply with relevant college policies and procedure. Further information is available in the college Information Sharing statement.

14.   Additional Legislation and Guidance (please note this list is not exhaustive

- Working Together to Safeguard Children (March 2015)
- Keeping Children safe in Education (September 2016)
- Information Sharing advice for practitioners (March 2015)
- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures'
- Risk Management Toolkit
- Lancashire Continuum of Need and Thresholds Guidance
- The Children Act 1989 and 2004
- Education Act 2002
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The Common Law Duty of Care
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Prevent Duty Guidance for further education institutions in England and Wales (2015)
- Lancashire Safeguarding Adults Boards 'Safeguarding Adults Procedures
- Modern Slavery Act 2015
- Disqualification under the Childcare Act 2015
- Counter Terrorism and Security Act 2015 (Including the Prevent Duty)

Related college procedures:
• Disciplinary Policy (staff and learners)
• Bullying Policy
• Educational Visits Guidance
• Single Equality Scheme
• Prevent Duty Risk Management Register
• Online Safety Policy
• First Aid Policy
• Health and Safety policy and guidance
• Staff induction processes
• Learner induction processes
• Managing allegations against staff procedure

Safeguarding Procedure

How to respond if a learner discloses an alleged incident of abuse or other concern where early intervention

Further detailed information can be found in section 5 of the Colleges Safeguarding Policy and in KCSIE 2016

- Medicines Policy
- College Recruitment guidelines
- Search, Screening and Confiscation policy
- Staff Code of Conduct – Guidance for Safer Working Practice
- Whistle Blowing Policy
- Work Experience Health and Safety Guidance
- Media consent guidance
- Visitors / Contractors code of conduct
- Data Protection policy
- ICT Acceptable use policies
- ALS guidance and practice / SEND Code of Practice

15.   Corporation Board reporting

The Vice Principal and Head of Safeguarding will present regular reports on Safeguarding and Prevent issues to the Quality and Standards Committee. The Board will use this as the basis for their annual review of the Policy and Procedures.

16.   Reviewing and Monitoring of the Policy

Incidents reported under this policy will be monitored through the Safeguarding and Prevent team, the Senior Leadership Team and College Governors. The Board will use this as the basis for their annual review of the Policy and Procedures.

17.   Other contacts

Further support and advice is available from:
- Andrea Glynn, Schools Safeguarding Officer, Lancashire County Council 01772 532723, andrea.glynn@lancashire.gov.uk
- Tim Booth, Local Authority Designated Officer (LADO) 01772 536694 , tim.booth@alancashire.gov.uk
- Lancashire Children's Social Care: 0300 1236720, cypreferrals@lancashire.gov.uk

Policy revised:

Emergency out of hour's numbers Duty manager **07966 219725** On call SLT manager **07545 204592**

Further information is available from the College's Safeguarding Policy (available on SharePoint) or by contacting Corporate support on 4006 / 4066. Alternatively contact Lisa Hartley (Deputy Designated Senior Lead) on 354168 or 07803 658 861, lhartley@accross.ac.uk

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