

Safeguarding Policy for Prior Pursglove and Stockton Sixth Form College

The college must adopt all aspects of the Child Protection legislation and Keeping Children Safe in Education 2018 (KCSIE 2018) as outlined in the Trust's overarching Statement of Statutory Duty.

A summary of Part 1 of KCSIE – guidance to be read and understood by all staff:

1. There is an increased focus on the Designated Safeguarding Lead (DSL) and their deputies having a complete safeguarding picture.
2. All staff must be aware of systems which support safeguarding, including the behaviour policy and safeguarding response to children who go missing from education.
3. There is additional detail on the potential need of a young person for early help.
4. Concerns about a young person's welfare should be acted on immediately and that staff should follow the child protection policy and speak to the DSL or their deputy.
5. Staff must not assume that someone else will take action. There is a reminder of the importance of sharing information at an early stage.
6. The role of the local authority is set out in more detail, including that the local authority should make a decision where a case is referred to them within one day of the referral and should let the referrer know the outcome.
7. Every teacher is under a duty to report female genital mutilation to the police. Staff should also speak to their DSL about such cases.
8. A new section on "contextual safeguarding" has been added. This means that the environment outside the college should be considered when making safeguarding decisions and referrals. Staff are advised that as much information as possible should be passed on as part of the referral process, including any external factors which may be a threat to young person's safety or welfare.

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

Roles and Responsibilities

The overall responsibility for overseeing all strands of safeguarding sits with the Principal of PPC and SSFC. The Deputy Principal for the Guisborough site and Vice Principal for the Stockton site are the college's Designated Safeguarding Leads (DSL) for each site. The Deputy Principal for the Guisborough site has the responsibility to ensure that all aspects of

the legislation changes and updates of KCSIE 2018 are included in the policies and procedures for both sites.

On each site the Faculty Managers form the role of Deputy Safeguarding Lead, 2 on SSFC and 4 on PPC whose responsibility is to deal with any matters in the absence of the DSL on the premises. The Faculty Managers deal with day to day safeguarding and child protection issues alongside following the correct communication channels with the DSLs. It is the responsibility of the CEO/ Principal and Governors to ensure that the college is fully compliant with the statutory guidance for [Keeping Children Safe in Education](#). Safeguarding leads and their deputies must ensure that all staff are fully trained in all aspects of legislation requirements and have knowledge of how to use local help through statutory and voluntary services.

All staff must follow the correct process in highlighting the safeguarding issues, inability to make contact with the DSL or deputies must result in making contact with the Principal/LA/Police as appropriate. It is vital that staff make contact with the relevant DSL or Deputy Safeguarding Lead by getting in touch with other personnel who work closely with them to track them down.

Governing bodies and Trustees should have senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

Role of staff

If any member of staff has grounds for concern, then they are required to report those grounds to a Designated Person immediately. Staff must ensure that any ongoing involvement is in the student's best interest. They must not wait to gather evidence, nor agree to keep information secret, nor discuss the matters with others.

Initial procedures should be undertaken as follows:

- You must not initiate a disclosure regarding abuse by asking questions.
- If a student makes a disclosure to you, you must not promise confidentiality and should make it clear that you may have to take the matter to another person. It is a legal requirement to inform the Child Protection Agency if an under 18-year-old or vulnerable adult discloses abuse.
- You must allow the student to disclose in their own words. You must not question or lead the student.
- A record of what the student says, the time, date and place must be kept. If it is not appropriate to do this at the time it must be done immediately after.
- The matter must then be referred to a Designated Person.

You must follow any further guidance given by the Designated Person in relation to recording any concerns, supporting the student and co-operating with subsequent actions to investigate the grounds of concern and to protect the student and other children concerned.

If one of the Designated Persons is not available, you must inform another Senior Member of Staff immediately.

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It is not the responsibility of staff to investigate allegations of child abuse. All subsequent procedures should follow the guidelines issued by the Department for Education and Safeguarding Children Board.

Role of the Designated Safeguarding Lead (DSL) Note: For the purposes of these procedures the term Designated Person may indicate the available senior member of staff.

The DSL will:

1. Treat the grounds of concern as reported by a member of staff as a priority action and in so doing will:
 - Consider the immediate needs of the student/s involved.
 - Take emergency action if required.
 - Gather information and if appropriate seek clarification (not proof).
 - Ensure that the appropriate person in College monitors progress and liaises with Adult and Children's Services.
 - Ask staff to record relevant information.
 - Store all written information in a confidential Incident File.
2. Refer cases of suspected abuse or allegations to the relevant investigating agencies.
3. Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies.
4. Liaise with the Principal to inform her of any issues and ongoing investigations and ensure there is an appropriate person to represent the College.
5. Where the College provides courses for under 16s, will liaise with the schools concerned to ensure that appropriate arrangements are in place to safeguard the child/young person.
6. Will, in addition to basic child protection training, keep knowledge and skills up to date including any changes in inter-agency working and standards agreed by the Safeguarding Children Board.
7. Will raise awareness of the Child Protection Policy and any changes amongst all staff on an annual basis and ensure that it is covered in the induction of new staff, volunteers and community members.

Ensure the policy is updated and reviewed annually.

The role of the Local Governing Body

The Local Governing Body is accountable for ensuring that the College has effective policies and procedures in place in accordance with guidance issued by the Department for Education. Neither the LGB, nor individual Governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). However, should an allegation be made against the CEO/Principal then it is the role of the Chair of Governors or in their absence the Vice Chair to take the lead in dealing with such allegations.

The LGB should ensure that the College:

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- Has a Child Protection Policy and procedures in place that are in keeping with locally agreed inter-agency procedures and that the policy is made available to parents and students on request.
- Operates safe recruitment procedures ensuring that all appropriate checks are carried out on governors, staff and volunteers who will be working with students under 18 years of age, for example List 99 and Disclosure and Barring Service checks.
- Has a procedure for dealing with allegations of abuse against members of staff and volunteers.
- Has designated a senior member of staff to take lead responsibility for dealing with child protection issues.
- Has arrangements in place to ensure that the DSL and other staff who work with under 18s undertake training to equip them to carry out their responsibilities for child protection effectively.
- Ensure that any deficiencies or weaknesses in regard to child protection that are brought to its attention are remedied without delay.
- Annually reviews the Child Protection Policy and monitors its use.

Indicators of abuse and neglect

All College Trust staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a student. Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Children/young people may be abused 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/young people may be abused by an adult or adults or by another child/young person or children/young people.

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/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/young person.

Emotional abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on the child/young person's emotional development. It may involve conveying to a child/young person 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/young person 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/young people. These may include interactions that are beyond a child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person

from 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/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, 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/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child/young person in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people. The sexual abuse of children/young people by other children/young people is a specific safeguarding issue in education ([please see paragraph 48 of the Keeping Children Safe in Education document](#)).

Neglect: the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy, for example, 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/young person 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/young person's basic emotional needs.

Peer on peer abuse: there is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the College's behavioural and disciplinary systems. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as child protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant **power imbalance** between the young people concerned. The abuse of children and young people is often constructed around an age difference between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.
- The perpetrator has **repeatedly** tried to harm one or more other children.

- There are concerns about the **intention** of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

Different forms of abuse are well documented in the College's **Safeguarding and Child Protection Policy**, found on the College website. These include physical, emotional, sexual abuse and neglect. In the context of peer on peer abuse examples include:

- Teenage relationship abuse (both physical and emotional),
- Girls and boys being sexually touched/assaulted,
- Initiation/hazing type violence, sexting,
- Prejudiced behaviours such as sexism, racism and social marginalisation,
- Bullying, where the context meets the criteria referred to above.

Issues surrounding Honour Based Violence (HBV), Forced Marriage and Radicalisation may also be relevant where coercion or power imbalances are involved between peers. It is also important to recognise that peer on peer abuse may well involve young people at the College and young persons and children in other contexts, thus making a full range of abuse types possible. When dealing with any disclosure of abuse it is important to remember the three bullet points above regarding power, frequency and intention. The extent to which any victim has given consent is also important.

All staff must be aware of [Annexe A](#) in Keeping Children Safe in Education Statutory Guidance 2018.

Opportunity to teach Safeguarding

The SLT of the college must ensure that the tutorial programme and actions in the Personal Development Programme cover various aspects of safeguarding young people including keeping safe outside of college, managing peer to peer relationships, abuse, e-safety, grooming and sexual exploitation, FGM, radicalisation and keeping healthy.

Whilst it is essential that governing bodies are proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The college will use its safeguarding policy and procedures to oversee the care of young people in the following categories:

- LAC/Previously LAC
- Carer
- Young person living independently.
- Young person who has suffered abuse previously.
- Young person who are parents.
- Young person in the process of transitioning.
- Your person showing any signs of vulnerability pre or at enrolment process.

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Review of Policy

The policy will be reviewed on an annual basis.

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