

1.0 Introduction

1.1 This policy should be read in conjunction with Part 1 Keeping Children Safe in Education 2018

1.2 Huddersfield New College recognises that young people and vulnerable adults have a fundamental right to be protected from harm and exploitation and students cannot learn effectively unless they feel safe. The College is committed to ensuring that best practice is adopted when working with all young people and vulnerable adults, offering them support and protection, and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care to young people, to safeguard their wellbeing and to protect them from abuse. This Policy therefore supports all students enrolled at the College.

1.3 The policy applies to all staff, governors and others who work in direct contact with students in the College. Abuse may take place both outside and inside of the College setting. Everyone who is part of the College community is responsible for safeguarding, promoting and protecting the welfare of children, young people and vulnerable adults.

1.4 This Safeguarding Policy sets out a framework that informs procedures related to the College’s legal obligation to protect children, young people and vulnerable adults. Section 175 of the Education Act 2002, Section 11 of the Children Act 2004 and the Safeguarding Vulnerable Adults Act 2013 places a duty on local authorities and governing bodies to ensure they fulfil their statutory obligations about safeguarding and promoting the welfare of children. The College’s Policy reflects the Kirklees Model Policy for Safeguarding in Schools Policy and West Yorkshire Consortium Safeguarding Children procedures <http://www.proceduresonline.com/westyorkscb/> , ‘Working Together to Safeguard Children’ (2013) and ‘Keeping Children Safe in Education’ (2018).

1.5 The development and implementation of the Policy is overseen by the Safeguarding Team. There is a training and development plan covering the whole College community. There is a Prevent Strategy in place to which is an integral part of safeguarding. The college’s Prevent Duty responsibilities are set out in the Counter Terrorism and Security Act, February 2015 and are detailed in the College’s Prevent Strategy. The College has undertaken a full Prevent Duty risk assessment against these Prevent Duty responsibilities. A Prevent Duty action plan is in place to ensure College is fully compliant with all the requirements. Progress with full compliance is monitored by a Prevent group, a sub group of the College’s Safeguarding Group.

1.6 Safeguarding has also been embedded at the core of the Ofsted common inspection framework (refer to Handbook for the Inspection of Further Education and Skills from September 2017).

Named Personnel with designated responsibility (for Safeguarding Names of College Personnel are correct at the time of publication of this policy but may be subject to change from time to time.)

Academic year	Designated Senior Lead	Director of Safeguarding	Safeguarding Team	Designated Governor	Chair of Governors
2018/19	Sonia Ross ¹	Colin Knightley	Deputy Safeguarding Lead - Michelle Bates	Til Wright	Linda Summers
			Julia Moss		
			Rachael Sadler		
			Adele Bolt		
			Andrea Lindley		

1.7 Information is displayed around the College explaining the College's commitment to creating and maintaining a safe learning and working environment, and the procedures to follow in the event of any concerns or worries about safeguarding.

2.0 Policy Statement

Huddersfield New College:

2.1 Recognises that children and vulnerable adults have a fundamental right to be protected from harm and exploitation and students cannot learn effectively unless they feel safe. This Policy supports all students enrolled at the College, irrespective of their age. Some young people are more likely to be abused than others. This includes children and young people with Special Educational Needs (SEND), disabilities and specific additional needs, young carers, absentee from home, misuse of alcohol/drugs, challenging family circumstances, children and young people at risk of being radicalised, exploited, trafficked, Looked after Children and previously LAC. The College has processes in place to identify these vulnerable young people and all efforts are taken to ensure that they are safe from abuse/neglect, all these identified groups may benefit from Early Help and the college refers to the Local Authority Early Help procedures.

2.2 Is committed to ensuring that best practice is adopted when working with all children, young people and vulnerable adults, offering them support and protection, and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care to young people, to safeguard their wellbeing and to protect them from abuse.

2.3 Will provide an environment which promotes self-confidence, a feeling of worth and the knowledge that students' concerns are listened to and acted upon.

2.4 Governors, staff and volunteers understand the importance of multi-agency working and information sharing and in working in partnership with students, their families/carers.

2.5 Is committed to following the local authority's Safeguarding Children Board (KSCB) guidance and inter-agency procedures with regard to safeguarding of children, young people and vulnerable adults.

2.6 Will identify designated personnel to take responsibility of, and oversee and monitor safeguarding issues.

2.7 Will offer systems and structures which offer opportunities for students to disclose.

3.0 Purpose

The purpose of this Policy is to:

3.1 Enable staff and volunteers to safeguard and promote the welfare of children and vulnerable adults.

3.2 Afford protection to students.

3.3 Promote a culture which makes the College a safe place to learn.

4.0 Aims

4.1 To keep students safe from harm or potential harm.

4.2 To raise awareness of all staff and governors of the importance of safeguarding children, young people and vulnerable adults, and their responsibilities for identifying and reporting actual or suspected abuse.

- 4.3 To ensure that all students know that the College takes the safeguarding agenda very seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff. When these are updated staff are informed through training or additional briefing sessions.
- 4.4 To ensure that parents/carers/guardians are clear about the value the College places on safeguarding.
- 4.5 To promote effective multi-agency liaison with other agencies in order to work together for the protection of all students.
- 4.6 To support students' learning in ways which will ensure they feel safe and confident.
- 4.7 To take account of and inform Policy in related areas such as bullying, behaviour and e-safety.
- 4.8 There are three main elements to the College's Safeguarding Policy:
- a) **PREVENTION** (positive and safe environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models and clear avenues/routes for disclosure).
 - b) **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection/safeguarding concerns).
 - c) **SUPPORT** (to students, staff and children who may have been abused or have been affected by the abuse of others).

5.0 Definitions

5.1 **Children and Young People** – these terms are interchangeable and refer to children who have not yet reached their 18th birthday.

5.2 **Vulnerable Adults** – The Safeguarding Vulnerable Adults Act 2006 (s59) defines a “vulnerable adult” as a person who is aged 18 and over and is:

- Receiving social care service
- Receiving health service care
- Living in sheltered accommodation
- Detained in custody or under a prohibition order
- Requiring assistance in the conduct of his/her affairs
- Receiving a service or participating in an activity targeted at older people, people with disabilities (learning or physical) or with physical or mental health conditions.

5.3 This definition can include participants whose particular circumstances make them vulnerable for example because they are leaving (or recently left) care, they have inadequate housing or they are being supported to overcome a dependency on drugs and/or alcohol.

6.0 Scope

6.1 The Policy applies to all governors, staff (including designated senior post holders as defined in the Instrument and Articles of Government), agency staff and volunteers, contractors, consultants and those working under self-employed arrangements.

6.2 They must acknowledge that:

- The young person's welfare is of paramount importance and all young people have the right to be protected from abuse
- Some children and young people are more likely to be abused or neglected and the college has processes in place to identify these children and young people and all efforts are taken to ensure that they are safe from abuse and neglect.
- Children and young people are capable of abusing their peers. All staff are made clear about the college policy and procedures with regard to peer on peer abuse.
- Any allegations of peer on peer abuse are investigated and dealt with in order that victims, perpetrators and any other child or young person affected by peer on peer abuse will be supported. Staff and students are made aware that that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up. Staff are supported to recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. Staff are made aware of the different forms peer on peer abuse can take, such as, sexual violence and sexual harassment, physical abuse, sexting (also known as youth produced sexual imagery) and initiating/hazing type violence and rituals.
 - Governors, staff and volunteers will receive safeguarding training appropriate to their role.
 - Children and young people who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to any young person or vulnerable adult who discloses evidence of abuse.
 - It is essential that all staff members' own practice and behaviour puts young people's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice or the College's Staff Code of Conduct.

7.0 The Role of the Corporation

- 7.1** The Governing Body utilises 'the experiences and expertise of their staff when shaping safeguarding policies.' Hence, when the policy is updated the safeguarding team work with The Governing body to shape arrangements for safeguarding and child protection at the college.
- 7.2** The IT Acceptable Use Policy incorporates the E-safety policy. Procedures are in place and training and support are provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media. Industry standard filters and appropriate monitoring systems are in place. Students are taught about safeguarding, including online safety, through teaching and learning opportunities in the curriculum and through awareness-raising activities including those organised by the College's Diversity Group.
- 7.3** The College operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff (including agency staff) and volunteers who work with children and/or vulnerable adults; and that at least one member of any selection panel has completed Safer Recruitment Training. Further details can be found in our Staff Recruitment and Selection Policy and Procedures.
- 7.4** The College has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from KSCB and locally agreed inter-agency procedures.
- 7.5** A member of the College's Senior Leadership Team (SLT) is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with

other agencies. The DSL is also the Single Point of Contact for referral through the Channel process.

7.6 Staff undertake appropriate safeguarding training

- New staff: as part of their initial induction
- Staff: All staff receive appropriate annual safeguarding, child protection and Prevent training which is regularly updated to provide them with the necessary skills and knowledge to safeguard children and young people effectively.
- Designated Senior Leads: Training takes place every 2 years with annual updates on safeguarding developments.

7.7 A Governor is nominated to be responsible for liaising with the KSCB and/or partner agencies in the event of allegations of abuse being made against the Principal.

7.8 Governors attend safeguarding training.

7.9 Where services or activities are provided on the College premises by another body, the college has appropriate policies and procedures in place in regard to safeguarding.

7.10 The College reviews its policies and procedures annually.

8.0 The role of the Principal is to ensure that

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Lead and other staff to discharge their responsibilities including taking part in strategy discussions and other multi agency meetings and contributing to the assessments of children and young people.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

9.0 The role of the Designated Safeguarding Lead is that

9.1 The Designated Safeguarding Lead (and any deputies) is most likely to have a complete safeguarding picture. They take lead responsibility for safeguarding children and young people, they will review and monitor the procedures and seek the advice of KSCB in bringing about a change in procedures, if necessary. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy), who will help staff decide what to do next following any concerns or disclosures.

9.2 The DSL has this role specified in their job description. Cover must be in place when the DSL is absent. (The Safeguarding Director will deputise and if both are absent the Deputy Safeguarding Lead will deputise - both are appropriately trained). However, the responsibility for safeguarding and child protection rests solely with the DSL. If in exceptional circumstances, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken.

All staff are made aware of the role of the DSL, through a variety of means including in inductions for new staff, via posters that are displayed around the College and through electronic communications

The DSL will ensure the child safeguarding policy is available publicly and that parents are aware of the fact that

referrals about suspected abuse or neglect may be made and the role of the college in this to avoid conflict later.

With reference to referrals they will ensure that

- Cases of suspected abuse or allegations are dealt with appropriately. This might involve : managing any support for the child internally via the school or college's own pastoral support processes; an early help assessment; or a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm
- They will liaise with the Virtual School head teacher for the progress of Looked After Children (LAC) and previously Looked After Children. They will also coordinate with the local authority personal advisor for care leavers. Designated safeguarding leads will have details of the local authority Personal Advisor appointed to guide and support the care leaver.”
- They provide support, advice and expertise within the educational establishment.
- They liaise with the Principal to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

With reference to DSL training they will ensure that

- They know how to identify signs of abuse and when it is appropriate to make a referral.
- They have a working knowledge of Kirklees Safeguarding Children Board, the conduct of a child protection conference and be able to attend and contribute to these and ongoing child protection plans.
- All staff have access to and understand the College's Safeguarding Policy.
- All staff have safeguarding and e-Safety training as part of their induction.
- The DSL will link in with Kirklees Safeguarding Children Board to make sure staff are aware of training opportunities and the latest policies on safeguarding. www.kirklees.gov.uk/beta/schools/elective-home-education.aspx
- Detailed, accurate and secure written records of referrals are kept together with discussions with other agencies and/or concerns.
- They will have updated training every 2 years: and in addition keep up to date with safeguarding developments at least annually

10.0 Curriculum

10.1 The College believes that the curriculum, both academic and pastoral, is important in safeguarding and child protection and aims to ensure that curriculum development meets the following objectives:

- Developing self-esteem
- Enabling children and young people to identify potential risks.
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection

- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children and young people
- Developing non-abusive behaviour between students and in relationships
- How to respond to and report bullying and/or harassment- peer on peer abuse
- Use of social and emotional aspects of learning to promote wellbeing.

11.0 Raising Safeguarding Awareness

11.1 All staff are required to undertake safeguarding training. The training will advise staff of College policy and procedures, how to recognise possible or potential abuse, how to report it and how the College is linked to external safeguarding authorities. Staff also need to be aware of the importance of ensuring that early help should be accessed to prevent escalation of concerns. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

11.2 The Designated Safeguarding Lead ensures that up-to-date information is displayed in prominent positions around College informing all students, staff and volunteers of the procedures for reporting safeguarding allegations or concerns.

11.3 Progress Tutors advise new students about the College Safeguarding Policy as part of their induction and tutorial programme and deliver agreed tutorial content throughout the year to promote and support the College's Policy.

11.4 Safeguarding information is provided for staff as part of their induction and is also located on the College intranet, Moodle, which can be accessed by staff and students. This Safeguarding Policy can also be accessed on the College Website.

11.5 The Designated Safeguarding Lead ensures the Safeguarding Policy is updated and reviewed annually and works with the Governing body regarding this.

11.6 Where a student leaves the College, the DSL ensures the child protection file is copied for the new establishment ASAP and transferred to the new establishment appropriately and separate to their academic file.

12.0 Safer Recruitment and Selection

12.1 The College pays full regard to DfE guidance "Safer Recruitment in Education" 2013. It ensures that all appropriate measures are applied in relation to everyone who works in the College e.g. College employees, volunteers, agency workers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants' credentials, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history including fully exploring any gaps in education and/or employment and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews where questions relating to safeguarding are included and, where appropriate, undertaking Disclosure and Barring Service (DBS) checks and the right to work in England checks.

12.2 The College will ensure that:

- A DBS Enhanced Disclosure is obtained for all new appointments to the College's workforce including casual staff who may only undertake work on an ad hoc basis.
- A single central record detailing a range of checks carried out on its staff is maintained, and records demonstrating that staff have completed appropriate safeguarding training for their role are also available.

- All new appointments to the College workforce who have lived outside the UK are subject to additional checks as appropriate. These are identified in our Staff Recruitment and Selection Policy and Procedure.
- Supply and agency staff and volunteers have undergone the necessary safeguarding checks.
- Appropriate staff and managers involved in recruitment and selection procedures on a regular basis have undertaken Safer Recruitment in Education Training.

12.3 All College employees are expected to update the HR Manager immediately if there are any changes to their criminal record. This includes any driving related offences. Failure to disclose an offence, if discovered subsequently, will normally be treated as a potential act of gross misconduct and the College's disciplinary procedure will apply. Any offence committed during an employee's period of employment with the College will be considered in terms of the nature of the offence, any external sanctions imposed (e.g. caution, reprimand, criminal record, custodial sentence etc.), the nature of the work they are required to undertake and any potential risk they might pose to staff and students. Disciplinary action at a level up to and including dismissal may be deemed appropriate in such cases.

12.4 All new employees are required to subscribe to the DBS Update Service at the time of applying for a DBS Enhanced Disclosure, and to maintain that annual subscription. The cost to the individual is currently £44 for a DBS Enhanced Disclosure (one-off payment) and £13 to subscribe to the Update Service (an annual fee). Subscription to the Update Service will enable DBS Disclosures to be portable between the same workforce within different organisations, and will permit a new employer to undertake a status check on receipt of an existing DBS Disclosure certificate.

13.0 Partnership with Parents

13.1 The College is committed to:

- Sharing with parents/guardians/carers any concerns about their child/young person unless to do so may place a child at risk of harm.
- Encouraging parents/guardians/carers to discuss any concerns they may have with the staff identified in point 1.5.

14.0 Communication of the Policy and Procedures

14.1 Information about safeguarding is placed in the college prospectus and readers are made aware that the policy is available on the College website www.huddnewcoll.ac.uk under College Policies.

14.2 The following statement is placed at the main entrance of the College and on visitors ID badges:

We are committed to safeguarding and protecting the welfare of our young people, and expect all staff and visitors to share this commitment.

15.0 Categories of Abuse

Please see Appendix 1

16.0 Responding to Disclosure Procedure

The College's procedure when a disclosure has been made follows the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2013' and 'What to do if you are worried a child is being abused' and 'Keeping Children Safe in Education' (2018).

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 maintain an open mind and wherever possible, elicit enough information to pass on to the Designated Lead, or deputies, in order that s/he can make an informed decision of what to do next.

- 16.1** All complaints, allegations or suspicions must be taken seriously.
- 16.2** The procedures laid out in this document must be followed whenever an allegation is made that a child, young person/vulnerable adult has been abused.
- 16.3** Promises of confidentiality should not be given as the matter may develop in such a way that these might not be able to be honoured.
- 16.4** If the complaint comes directly from the child or young person/vulnerable adult, questions should be kept to the minimum necessary to understand what is being alleged. The following principles should be followed:
- Listen to and take seriously any disclosure or information that a learner may be at risk of harm.
 - Clarify the information.
 - Avoid asking leading questions.
 - Try to keep questions to a minimum and of an 'open' nature.
 - Try not to show signs of shock, horror or surprise.
 - Not express feelings or judgements regarding any person alleged to have harmed the child.
 - Explain sensitively to the person that they have a responsibility to refer the information to the Senior Designated Lead.
 - Reassure and support the person as far as possible.
 - Explain that only those who 'need to know' will be told.
 - Explain what will happen next and that the person will be involved as appropriate.
- 16.5** A full record of any conversations must be made immediately after any conversations with the child or young person/vulnerable adult and should include:
- The date and time of the observation or disclosure.
 - The young person/vulnerable adult's name.
 - The date and time of the alleged abuse.
 - The place where the alleged abuse happened.
 - Your name and the names of any other persons present.
 - The nature of the alleged abuse.
 - A description of any injuries observed.
 - Any additional information which might lead to a conviction e.g. nicknames, car details, addresses.
 - The account which has been given of the allegation.

- The exact words spoken by the young person/vulnerable adult.
- An objective record of the observation or disclosure.

Any such notes should be, as far as possible, verbatim rather than summarised and it should be factual in terms of what the young person/vulnerable adult has reported and should not be based on opinion or assumptions.

- 16.6** Some children and young people with learning difficulties and/or disabilities may need additional support. This may take the form of the young person/vulnerable adult's nominated carer, student support assistant or teacher being present at any interview to act as a facilitator or in an advocacy role. It should NEVER be assumed that a young person/adult with learning difficulties and or disabilities is not capable of providing credible evidence.
- 16.7** The College will always respond in a positive manner to any legitimate requests for support from the appropriate agencies, including parents/guardians/carers of learners under 19, Social Care, and the Police.
- 16.8** Where a learner who is not a child under the act is identified as being at risk the Designated Senior Lead will make a decision on whether there is a need to involve outside agencies such as Social Care or the Police. Outside agencies should only be involved with the agreement of the alleged victim unless disclosure is necessary in the over-riding public interest and/or where the law is being broken (e.g. to protect others from serious harm). In the case of learners with learning difficulties, advice will be sought from the appropriate persons/agencies which could include the learner's tutor, case worker or Social Care Department.
- 17.0 Responding to an Allegation**
- 17.1** It is understood that all staff of the College may come into contact with learners who are exhibiting 'a cause for concern'. Staff must be aware of the difference between, 'concern' and 'immediate danger or at risk of harm' (addressed through additional information giving). Staff should observe the protocols set out in this section of the policy unless the individual is in crisis in which case action should be taken to stabilise the situation in consultation with relevant managers.
- 17.2** Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead or deputies as soon as possible. Teachers must personally report to the police a disclosure that Female Genital Mutilation has been carried out (in addition to liaising with the DSL)

Action by the Designated Senior Lead (or other deputy or senior lead in their absence/s)

Following any information raising concern, the Designated Senior Lead will consider:

Any urgent medical needs of the student.

Making an enquiry to find out if the student is subject to a child protection plan by contacting the LADO

Discussing the matter with other agencies involved with the family.

Consulting with appropriate people e.g. Safeguarding Officers at KSCB, Advice and Assessment 01484 414960, the Police or in cases of radicalisation to the Kirklees Prevent Hub as appropriate - Lee Hamilton 01484 221000.

The student's wishes.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Advice & Assessment because a student is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment (e.g. Single Assessment or Early Help Assessment) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Duty & Assessment will be followed up via the on line referral system in writing within 24 hours.

Action following a child protection referral

The Designated Senior Lead or other appropriate member of staff will:

- Make regular contact with the care worker involved to stay informed.
- Wherever possible, contribute to the strategy discussion.
- Provide a report for, attend and contribute to any subsequent child protection conference.
- If the student or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences.
- Where possible, share all reports with appropriate professionals prior to meetings.
- Where a student subject to a child protection plan moves from the school or goes missing, immediately inform Advice and Assessment.

17.3 14-15 year old learners

Where an allegation is made regarding a 14-15 year old learner, members of staff must follow the same procedures as outlined above. The DSL will liaise with the DSL from the learner's school or sponsor, ensuring that the learner is informed of this process.

18.0 Work Placements

- 18.1** Employers and training organisations will be asked to cooperate with the College in putting in place and subscribing to appropriate safeguards consistent with those in place within the College.
- 18.2** Where a placement is long term or meets the criteria laid out in "Safer Recruitment in Education 2013, DfE" the College will ensure that additional safeguards are in place, these may include ensuring those staff arranging placements have had training in child protection.
- 18.3** Training organisations will be asked to make a commitment to safeguarding learners' welfare by endorsing an agreed statement of principles. The College has produced a guide for employers and work placement providers outlining their responsibilities in relation to the safeguarding of young people and to demonstrating a commitment to principles of fairness and equality. The issuing of the guide forms part of the College's risk assessment process for arranging work placements.
- 18.4** Vetting and ensuring DBS checks are in place for any person whose normal duties will include regular caring for, training, looking after or supervising a child in the workplace where that person has been specifically designated to have responsibility for such activities.

19.0 Allegations about a Member of Staff

This section refers to both employed staff and volunteers

Where an allegation is made against any person working in or on behalf of the College that he or she has:

- a) Behaved in a way that has harmed a child or may have harmed a child
- b) Possibly committed a criminal offence against or related to a child or
- c) Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The College will contact the LADO and follow the procedures laid down in, 'The guide to managing allegations against adults working with children and young people.' (DSL and Director of Safeguarding attended training in relation to this process 20th September 2016). The same process will be followed in each local authority responsible for the child/young person.

19.1 Any suspicion, allegation or actual abuse of a child/adult by a member of staff must be reported to the Principal as soon as possible. If the Principal cannot be contacted the DSL or a member of the Senior Leadership Team must be contacted.

19.2 On being notified of any such matter the Principal shall:

Take such steps as she considers necessary to ensure the safety of the learner in question and any other person who is considered at risk.

Consult with the Local Authority Designated Officer within one working day in order to determine if it is appropriate for the allegation to be dealt with by College or if there needs to be a referral to Advice & Assessment and/or the police for investigation.

Give consideration throughout to the support and information needs of pupils, parents and staff.

Inform the Chair of Governors of any allegation.

Inform the member of staff that s/he may be suspended on full pay pending an investigation. The staff member's chosen representative will also be informed. The length of any suspension will be in line with College policies and will be as short as is possible while ensuring the safety of the learner. N.B. Suspension should not necessarily be an automatic response to an allegation and all allegations should be dealt with quickly, fairly and consistently.

Ensure that the person who reported the original concern completes a report of the matter as set out above.

Following an investigation the College will take a view on how to proceed in line with its disciplinary policy and procedure, dependent on the outcome of the investigation.

Where it is subsequently found that an allegation has been made maliciously, the College may refer the matter to be dealt with under the College's disciplinary procedures.

Throughout the process, the appropriate senior member of the organisation will ensure that contact is maintained with the member of staff and will offer appropriate support.

If the Principal is subject to any such allegation or complaint, the DSL will contact the safeguarding link Governor nominated to be responsible for liaising with KSCB via the LADO.

20.0 Record Keeping

20.1 DfE guidance says that the Designated Senior Lead should keep detailed, accurate, secure records of referrals and concerns. These are maintained confidentially on the college's Management Information System – Cedar. Safeguarding reports are only accessible by appropriate senior staff members. They are exempt from records

available for examination by parents or young people unless subject to a court order. Historical records are stored in a secure location with restricted access.

- 20.2** The College promotes high quality record keeping in respect of all concerns about young people's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc.
- 20.3** If a young person transfers to another College or other educational establishment, the Designated Senior Lead should forward the child protection file to a named person at the receiving College/establishment under separate cover from the academic records. The file should be marked '*Child protection, confidential, for attention of Designated Senior Lead for Child Protection*'. This should be followed up with a telephone call to establish safe receipt.
- 20.4** The college will ensure that it keeps up-to-date personal data records of all young people by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.
- 20.5** The College will where reasonably possible hold more than one emergency contact number for each child or young person. In order that the college has additional options to make contact with a responsible adult when a child or young person goes missing from education and is also identified as a welfare and/or safeguarding concern".

21.0 Confidentiality and Information Sharing

21.1 The College recognises that all matters relating to child protection are confidential.

- The Principal or Designated Senior Lead will disclose personal information about a young person to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people. Guidance can be found at www.kirkleessafeguardingchildren.com

21.2 When considering sharing information staff will:

- Remember that GDPR is not a barrier to sharing information, it provides the framework. Any request for safeguarding falls under the college's Data Protection and Data Sharing Policies.
- Be open and honest with the person from the outset about how information may be shared.
- Seek advice, and not fail to share information because they are unsure what to do.
- Share with consent where appropriate and respect the wishes of those who refuse consent unless it is believed that there is a risk of harm to a young person if the information is not shared.
- Consider safety and well-being of the child or young person and base information sharing decisions on this.
- Ensure all information shared is necessary, proportionate, relevant, accurate, timely and secure. Ensure any third party or hearsay information is identified and consent to share it is given.
- Keep a record of the decision and reasons for it, record what has been shared, with whom and the purpose.

21.3 All staff must be aware that they cannot promise a child or young person to keep secrets which might compromise the individual's safety or wellbeing or that of another.

21.4 The College will always undertake to share its intention to refer a young person to KSCB with their parents/guardians/ carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation. If in doubt, the College will consult with KSCB.

22.0 Whistle Blowing

All staff should feel free to voice concerns about the attitude and actions of their colleagues in accordance with the College's Confidential Reporting Code & Policy, which is accessible on the College website.

The NSPCC Whistleblowing helpline: 08000280285

23.0 Safer Working Practice for Staff

23.1 Interviewing Students

All staff should be aware of the potential risks (i.e. false allegations against staff) of interviewing a child or young person alone, particularly if the young person has an experience of sexual/emotional abuse. Interviewing individual young people is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they do not place themselves in any compromising situations where allegations could potentially be made against them.

Suggested protective measures to consider:

- ask another person (teacher/tutor or young person's friend – as appropriate to the content) to sit in on the interview:
- sit in a room where it is possible to be observed through a window or glass-panelled door:
- do not close the door of the room, if you are not clearly visible from outside the room.

23.2 Transporting Students

Situations often arise, which require members of staff to take a young person home or to access medical services. Staff should be aware of the risks involved in this. There must always be two members of staff.

23.3 Use of Technology

All staff in the College will use technology to support and promote the learning and welfare of young people. However certain safeguards should be remembered:

- Telephone – staff are strongly advised NOT to give any young person their personal telephone numbers (mobile or home) and are strongly advised not to contact the young person on the young person's mobile phone either by voicemail or bytexting.
- There are exceptions to this in specific cases (e.g. when a student may be stranded on public transport and panic). However, the parent needs to be the first contact. If a number is given, it should only be used for short, designated periods and with the strict stipulation that it is for emergency situations only.
- Communication by technology should only take place using the College e-mail and intranet systems and communication of a personal nature must not be conducted with young people.
- Use of Internet: Staff will NOT access or expose young people to unsuitable material on the internet. Staff will ensure that they follow the College's Acceptable Use Policy about access to and use of the internet.
- Professional boundaries: Staff at the College may support and advocate for young people but they are not their friends. They are in 'a powerful and potentially difficult position' if professional boundaries are crossed. Further detail on professional boundaries can be found in the Staff Code of Conduct.

- The College strongly advises against staff allowing or requesting students to be ‘friends’ on social networking sites, and/or ‘following’ students on social media sites, as this could significantly and detrimentally impact on the professional relationship between staff and students.

23.4 Social Networking Sites

A member of staff should be aware that where potentially compromising information is posted on social networking sites, there is a danger that it may be accessed by colleagues and/or young people, and as a result seriously impact upon that colleague’s professional standing. For example, if a member of staff posted information about an aspect of their private life relating to areas of sexual behaviour, alcohol, drug misuse, violence or anything that was illegal this would be considered inappropriate conduct.

24.0 Safety

24.1 The College must ensure that:

- All sites are clean and a safe environment for young people, staff and visitors.
- All staff have access to the Safeguarding Policy and Procedure and know who the Designated Senior Lead and Deputies are.
- All incidents are recorded in accordance with Health & Safety procedures.
- All staff and students wear photograph ID membership badges at all times.
- All visitors must report and sign in at reception and will be issued with visitor badges.
- An accurate and up to date student record system is in place and confidentiality of data is maintained.
- Regular audits of all equipment (first aid kits, fire extinguishers, telephones etc.) is carried out.
- Regular fire drills/inspection are undertaken.
- There is a designated person in charge on site at all times the College is open to students to deal with emergencies and ensure the safety of young people.
- A Single Central Record (SCR) of vetting checks on staff, volunteers, casual workers, agency workers and any other relevant personnel is in place and maintained.
- All staff are aware of their responsibilities under the Safeguarding Policy and Staff Code of Conduct.

Version	Date	Policy Owner	Comments	Approval Route and Date	Provenance	Date of Next Review	Equality Impact Assessment Completed (Y/N)
1.	Feb 2011	Helen Smithson	Replaces Child Protection Policy	Safeguarding Group SMT Feb 2011			

2.	May 2012	Helen Smithson	Reviewed by Safeguarding Group	Safeguarding Group SMT Oct 2012			
3.	September 2013	Helen Smithson	Reviewed by Safeguarding Group	Safeguarding Group SLT Oct 2013			
4.	October 2014/June 2015	Colin Knightley / Sonia Ross	Reviewed by AP People and Place AP Student Support- changes made related to change in staffing names and title of DSP to DSL	SLT Safeguarding Group Corporation	Updated DfE guidance; best practice in the sector	Autumn term 2016	Y
5.	December 2015	Colin Knightley / Sonia Ross	Reviewed by SLT - changes made related to Legal requirements in relation to Prevent	SLT Safeguarding group Governors			Y
6.	November 2016	Sonia Ross	Annual update to include guidance from Keeping children safe in education 2016	SLT Safeguarding group Governors		Autumn term 2017	Y
7.	October 2017 November 2018	Sonia Ross Colin Knightley	Annual update to include guidance from KSCB issued September 2017 Annual update Updated legislation	SLT Safeguarding Group Governors As above		Autumn term 2018 November 2019	Y

Appendix 1 CATEGORIES

OF ABUSE

Children

Teachers and other adults in College are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or College staff being alerted to concerns.

Abuse and Neglect

Are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse

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.

Sexual Abuse

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 and mobile phones). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 cyber bullying via the internet or mobile phones), 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, though it may occur alone

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may 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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Working Together to Safeguard Children, 2013)

Psychological Abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and Acts of Omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse

This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

Self Neglect

This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Peer on Peer Abuse

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

What is Peer on Peer Abuse? Peer abuse, is harassment and aggression in which a young person intentionally threatens, harms or causes distress to another young person. This behaviour is intentional, repeated and designed to hurt or threaten. Peer abusers seek to abuse and terrorize defenseless others who may not have the ability or resources to help themselves. Thus, Peer Abuse requires a power imbalance. Peer Abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours.

Signs

- Torn clothing
- Physical injury such as bruises, cuts, scratches without a natural explanation
- Loss of money or damaged property
- Unwillingness to go to college
- Change in eating habits
- Moody outbursts or withdrawn behaviour

Abuse is never OK. Peer Abuse is not "kids being kids." It is some children or young people choosing to inflict harm on other children. Victims must not be dismissed or blamed for the abuse they suffer.

Peer Abuse is violence and has no place in our College. It is the seed of violence from which other forms grow. Every child has the right to be safe at College.

Peer Abuse has serious affects

- Victims suffer injury, depression, lowered self-esteem, and many contemplate suicide.
- Peer Abusers are at-risk for alcohol and drug abuse, delinquency and later criminal behaviour.
- Peer Abuse affects the whole school. Victims and bystanders are often afraid to report abuse and feel unsafe or unsupported at school.

Honour-based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV

Forced Marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure.

Possible indicators of Forced Marriages

- Truancy
- Decline in performance or
- Punctuality
- Low motivation at school
- Poor exam results

- Being withdrawn from school by those with parental responsibility
- Unplanned holidays abroad
- Not allowed to attend extracurricular activities

What to do if you are concerned that a student is being forced to marry.

Immediately contact a Designated Safeguarding Officer.

If the student insists on talking to you:

- Tell someone when and where you are meeting the student
- Make sure you can meet them in a private place where there is a telephone
- Have a 'story' ready about how you are providing support with learning in case you are challenged by the family
- Listen to what the student has to say and write it down
- Do not question apart from to clarify
- Inform the student you have to talk to a senior member of staff.
- Provide the opportunity for them to talk to the Forced Marriage Unit on 0207 0080151

Karma Nirvana Honour Network Helpline 08005999247

FGM

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 125,000 may already be living with the consequences

The main countries of origin where FGM is practiced include Africa and the Middle East. FGM

frequently involves young girls between the ages of infancy and 15 years of age.

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

Warning signs of Girls at Risk

Member of a community whose country of origin practises FGM and that is less integrated into UK society A

girl whose sister or other relatives have undergone FGM

A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)

Families making preparations for an extended holiday, including arranging vaccinations in the country of origin. Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.

You may hear reference to FGM in conversation, for example a girl may tell other children about it.

There is a **MANDATORY** reporting duty upon the school to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 years.

If you are concerned that a student is being subject to FGM: Immediately contact a Designated Safeguarding Officer

Sexual Exploitation/CSE

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.

What to do if you are concerned that a student is being sexually exploited: Immediately contact a Designated Safeguarding Officer.

What to do if you are concerned that a student is being sexually exploited: Immediately contact a Designated Safeguarding Officer.

Radicalisation - Prevent

The College is committed to supporting vulnerable students through its safeguarding agenda in order to prevent potential radicalisation.

The College has engaged positively with the Workshop to Raise awareness of Prevent (WRAP) to ensure key staff have the skills and knowledge to refer any concerns appropriately.

In respect of safeguarding individuals from radicalisation , The College works to the Prevent element of the Governments Counter Terrorism Strategy , and where deemed appropriate seeks external support for learners through referrals to the Kirklees Prevent Hub. This facility aims to work with the individual to address their specific vulnerabilities, prevent them from becoming further radicalized and possible entering the criminal justice system because of their actions. It is recognized that radicalization can occur to any individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognized that in many instances the process of radicalization is essentially one of grooming by others.

Preventing Radicalisation www.gov.uk/government/publications/prevent-duty-guidance

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have 'due regards to the need to Prevent People from being drawn into terrorism'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

Templates are available to support you with assessing your compliance with the Prevent Duty and to help you identify the risk within your school/ placement. These can be accessed via One Hub or by contacting the Kirklees Prevent Hub.

Prevent in Kirklees

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the "Protecting people from serious harm" theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinator, is a partnership approach between West Yorkshire Police and Kirklees Council is your main point of contact for Prevent enquiries and concerns across Kirklees.

Channel and raising concerns

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability.

The Kirklees Channel panel is chaired by Carol Gilchrist, Head of Safe and Cohesive Communities and meetings are held on a monthly basis.

The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

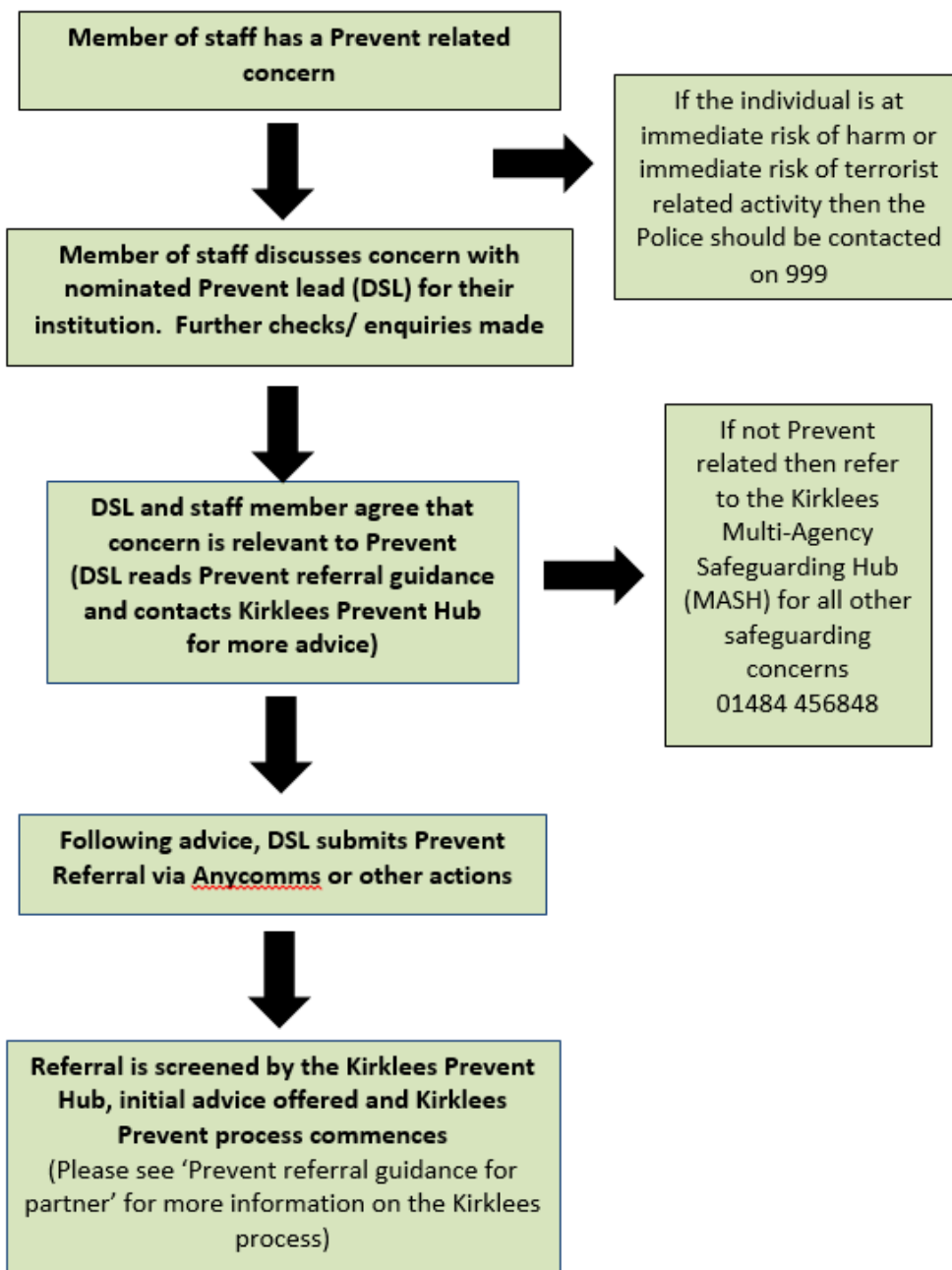
Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

Referrals made to Channel should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin. Ideally, the person considering making the referral will be the

designated safeguarding officer for their school/ placement and have a good understanding of safeguarding and Prevent.

Kirklees Prevent Referral pathway



Early Help

Early help requires a collaborative approach from all agencies, including schools, with the active involvement of children, young people, families and carers. The aim is to prevent an escalation of needs into acute services including social care, special needs, health or learning support, to the detriment of children and young people's welfare.

Early help is outlined in the new "Working Together" guidance on safeguarding, and is a key area for assessment in Ofsted inspections. Working Together to Safeguard Children - on the DfE website <http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Providing early help is more effective in promoting the welfare of students than reacting later. Early help means providing support as soon as a problem emerges, at any point in a student's life. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a student has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify young people and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child or young person.. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children and young people.

Professionals should, in particular, be alert to the potential need for early help for a student who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;4 and/or
- is showing early signs of abuse and/or neglect.

Appendix 2 - CONTACTS

Local Authority Designated Officer - Kirklees (LADO) 01484 221 000

Local Authority Designated Officer - Calderdale (LADO) 01422 394 086

LAC contact for Kirklees – Sarahlee Siswick Mobile: 07813 146268 Office: 01484 225051

Head of the Virtual School - Janet Tolley: 01484 221000

The council has successfully recruited its first Head Teacher of the Virtual School. This is a new post in line with changing legislation.

LADOs

Calderdale – 01422 394086

Bradford – contact via Safeguarding Admin 01274 435908

Leeds – LADO Duty Rota 0113 247 8652 LADO@leeds.gcsx.gov.uk Wakefield –

LADO Duty Rota 01924 302155

Children Missing Education/Child Employment
Missing Children Education Team

01484 225 509

Stronger Families

Stronger Families Consultant (C&K careers)-
stronger.families@kirklees.gov.uk

PREVENT Coordinator

Lee Hamilton

07528 988 798

Lee.hamilton@kirklees.gov.uk

PREVENT answerphone

Kirklees Prevent Hub 01924 483747

Prevent@Kirklees.gcsx.gov.uk

CHANNEL Coordinator Daniel Dearnley - Channel Coordinator Daniel.Dearnley@kirklees.gov.uk 07976 497849

Community Contact Officer (CTU – counter terrorism unit)

DC Tom Garnett

07515 200472

Thomas.garnett@westyorkshire.pnn.police.uk**Assessment and Intervention (Kirklees)**

Team (Duty Social Workers):

01484 456848

If you need to contact Duty & Assessment in a non-emergency you can email using chypsadminwestfields@kirklees.gov.uk this email can also be used to request a ring back.

Kirklees Emergency Duty Team

(Out of Hours and for housing and access to adult services)

01924 414 933

Duty & Assessment (Calderdale)

01422 393 336

Calderdale Emergency Duty Team

01422 288 000

Kirklees/Calderdale CAHMS

Kirklees (Glenacre House)

01484 342 141

Calderdale (Broad Street Plaza)

01422 261 332

Child In Need online Referral<https://forms.kirklees.gov.uk/af/an/default.aspx/RenderForm/?F.Name=dBzts5a76Tj>

Child Protection & Review Unit (Check children subject to a Child Protection Plan)

01484 225 850

Esafety incidents

INTECH helpdesk

01484 414 714

National helpline

<http://www.saferinternet.org.uk/helpline>**WEST YORKSHIRE POLICE**

Alternative to '101' – direct phone number

01924 375 222

Child Protection Units (Kirklees)

01924 431 134

Housing Solutions (Kirklees)

01484 221 350

Fusion Housing (Kirklees area residents)

01484 425 522

Halifax Housing Options

01422 392 460

01422 288 001

Early Help Access Team

01484 456 823

STUDENTS OVER 18

For referral (Single Point of Access – Gateway to Care)

01484 414 933

For Advice – Safeguarding Operational Team

01924 482 112

Integrated Domestic Violence Team

01934 431 491

GOVERNMENT ADVICE

Specific Safeguarding Issues

These include:

- bullying including cyberbullying www.gov.uk/government/publications/preventing-and-tackling-bullying
- domestic violence www.gov.uk/domestic-violence-and-abuse
- drugs www.gov.uk/government/publications/drugs-advice-for-schools
- fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
- faith abuse www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- forced marriage www.gov.uk/forced-marriage
- gangs and youth violence
www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- gender based violence www.gov.uk/government/policies/violence-against-women-and-girls
- mental health www.gov.uk/government/publications/the-mental-health-strategy-for-england
- private fostering www.gov.uk/government/publications/children-act-1989-private-fostering
- sexting www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/
- teenage relationship abuse www.gov.uk/government/collections/this-is-abuse-campaign
- trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

USEFUL WEBSITES

Useful websites, guidance documents, training materials

Websites

- | | |
|---|--|
| Kirklees Safeguarding Children Board
(Safeguarding children procedures and training) | www.kirkleessafeguardingchildren.com |
| Children Missing from Education | maggie.featherstone@kirklees.gov.uk |
| CAPE (Child Protection in Education) | www.cape.org.uk |

Keeping Children Safe	www.ceop.gov.uk
KS2/3	www.dotcomcf.org/
Bullying & child abuse	www.anti-bullyingalliance.org www.kidscape.org.uk www.childline.org.uk www.nspcc.org.uk
Internet Safety	www.ceop.org.uk/thinkuknow www.childnet-int.org
KS2/3	www.kidsmart.org.uk www.yhgfl.net
Forced Marriage	www.fco.gov.uk/forcedmarriage
The Female Genital Mutilation Helpline	fgmhelp@nspcc.org.uk 0800 028 3550
Parent Support for mental health issues	youngminds.org.uk 0808 802 5544
Safe Practice in Physical Education in Schools and School Sport 2012	www.afpe.org.uk/membership-services/health-a-safety/safe-practice

DfE (DCSF) Documents

Keeping Children Safe in Education (DfE 2015)
www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children (DfE 2015)
www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if you're worried a child is being abused (DfE 2015) www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

School Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings - 2009

<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

Training Materials

Online Basic Awareness Training www.kirklessafeguardingchildren.com

Useful links and resources - PREVENT

Kirklees Council

<https://www.kirklees.gov.uk/community/yourneighbourhood/crimeSafety/counterTerrorism.aspx>

Prevent duty guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel General Awareness http://course.ncalt.com/Channel_General_Awareness/01/index.html

UK Safer internet Centre

<http://www.saferinternet.org.uk/>

Department for Education guidance <http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf>

Prevent for Schools

<http://www.preventforschools.org/>

UK Safer internet Centre

<http://www.saferinternet.org.uk/>

Working Together to Safeguard Children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 3

LADO Referral

Please complete as much detail as possible and return within one day of the incident to:

Kirklees.LADO@kirklees.gcsx.gov.uk

The LADO will contact you within 24 hours.

You can contact the LADO, Lynne Wilson on 01484 221 000 or alternatively on 07875 297 860.

Please refer to www.kirkleessafeguardingchildren.co.uk for the procedure.

Referrer Details			
Date notified to LADO		Date of Allegation - <i>If this is a historic allegation, leave the date blank and answer questions below</i>	
Is this a historic allegation?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Approximate date of historic allegation	
Name of the Referrer			
Agency Making the Referral		Referrer - <i>Position held</i>	
Referrer - <i>Organisation Name and Address</i>			
Referrer - Telephone Number		Referrer - Mobile Number	
Referrer – Secure Email Address – <i>For Example GCSX and PNN</i>			

Action taken by the Referrer
Reason for the Referral - <i>Detail of reported incident</i>

What is the Allegation Type - <i>When selecting Not Specified, please expand below</i>	Emotional Neglect Not Specific Inappropriate Behaviour	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical Sexual Practice Concerns	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Further Details of Allegation Type

What type of Environment did the Allegation occur?	Parent/Carer <input type="checkbox"/> Work Environment <input type="checkbox"/>

Significant Others Involved				
Name	Relationship to person the allegation is against	Relationship to alleged victim	Address Details	Telephone / Emails Details

Person the allegation is against	
Name:	
Address:	
Date of Birth:	
Employer Name:	
Contact Details	
What type of employment is the person in?	
Position Held	
Has the person been made aware of this allegation?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If this allegation is related to any other, enter the CareFirst number(s) where these records are held.	

Victims					
Name of Child	Address of Victim	Victim's Contact Details <i>- Please include all relevant contacts for the Victim</i>	Date of Birth	Victim's Ethnicity	Victim's Gender

Appendix 4: Kirklees Prevent Referral Form

PREVENT REFERRAL FORM			
Date of Referral			
Name			
Address			
D.O.B.		Sex	
Parent/Guardian			
Contact Details	Home No.	Mobile No.	
	Email:		
Siblings			
Name:		D.O.B.	Sex
Name:		D.O.B.	Sex
Name:		D.O.B.	Sex
Name:		D.O.B.	Sex
Referrer			
Date of Incident / Concern			
Organisation:	School:		
Single Point of Contact with organisation <i>(name, contact details, email)</i>			
Nature of concern:			
Referrers Actions:			
Other Agency Involvement <i>(please specify)</i>			

Please complete the referral form to the best of your knowledge and send to

Preventreferral@kirklees.gov.uk. If you need to speak to someone about your referral please contact Lee Hamilton, Prevent Coordinator on 01484 221000



EQUALITY IMPACT ASSESSMENT



INTRODUCTION

The purpose of carrying out an Equality Impact Assessment (EIA) is to provide the basis for creating equality objectives and performance indicators that will drive improvement and change in ensuring the College meets the needs of different groups of people with different protected characteristics, as defined in the Equality Act 2010.

What is an impact assessment?

An EIA is a systematic and thorough consideration of how every aspect of the College's functions (i.e. policies, procedures, practices and plans) is affecting, or is likely to affect different people. EIAs should be reviewed a part of a rolling programme and the Action Plan updated accordingly.

It is good practice to carry out EIAs, although they are no longer mandatory. When conducting EIAs must explicitly consider impact on students, staff and other key groups in terms of race, disability, gender (including gender identity), sexuality, age, and religion and belief, and publish the results. Consultation with customers and potential customers, external clients, staff and students will be part of the EIA procedure and will also link to the Self-Assessment Report (SAR) and strategic plan for the College. The involvement of different stakeholders will evidence our commitment to embedding equality and diversity within all our services and the curriculum. The EIAs will be led and monitored by the Assistant Principal – People and Place.

What needs to be impact assessed?

The EIA process will encompass all policies, procedures, practices and plans. When and where these are identified, each will need an EIA or review as part of a rolling programme, to determine whether they have a differential impact in relation to equality.

Findings of EIAs

The findings of an EIA may provide a number of possible outcomes:

1. The EIA shows that employment practices or services have a different impact measured by one or more protected characteristic.
2. The EIA shows a different impact which is demonstrated to be adverse impact.
3. The EIA shows no differential impact in employment practices or service delivery.
4. There is insufficient evidence to judge whether there is differential impact.
5. The EIA indicates that there are needs that are not being met.

Can I assess my own policies, procedures, practices and plans?

HNC Equality Impact Assessment Safeguarding Policy

EIAs will usually be completed by the owner of the policy, procedure, practice and plan in conjunction with another colleague who is familiar with the process of conducting EIAs. The nominated person should not be involved with the design, maintenance or enforcement of the policy, plan, practice or procedure. This is to ensure that the EIA process is objective and robust, as a neutral party is more likely to highlight elements that will lead to positive change.

Part One – The Impact Assessment

Date of last assessment (if applicable)	21/05/2015 01/11/2016
Date this assessment commenced	01/11/2016 22/10/18
Name of policy/procedure/practice/plan being assessed	Safeguarding Policy
Name and job title of policy/procedure/practice/plan owner	Sonia Ross Assistant Principal
Name(s) of independent colleague(s) appointed to contribute to the assessment	Colin Knightly Director of Safeguarding
Is this a new or existing policy/procedure/practice/plan?	Existing policy, revised to reflect best practice in the sector and updated DfE guidance (September 2018)

INITIAL SCREENING

<p>1. Please summarise the main aims of the policy/procedure/practice/plan. Include the intended benefits.</p>	<p>The fundamental aim of the policy is to ensure that the College meets its legal and moral obligations to protect young people and vulnerable adults from harm and exploitation. The College aims to provide a safe and welcoming environment conducive to study and the building of healthy and productive relationships. The policy supports all students enrolled at the College, irrespective of their age.</p> <p>The purpose of the policy is to: enable staff and volunteers to safeguard and promote the welfare of children and vulnerable adults; afford protection to students, and promote a culture which makes the College a safe place to learn.</p> <p>The aims of the policy are clearly stated in section 4. stated as:</p> <ul style="list-style-type: none"> • To keep students safe from harm or potential harm. • To raise awareness of all staff and governors of the importance of safeguarding children and vulnerable adults, and their responsibilities for identifying and reporting actual or suspected abuse. • To ensure that all students know that the College takes the safeguarding agenda very seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
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	<ul style="list-style-type: none"> • To ensure that parents/carers/guardians are clear about the value the College places on safeguarding. • To promote effective liaison with other agencies in order to work together for the protection of all students. • To support students' learning in ways which will ensure they feel safe and confident. • To take account of and inform Policy in related areas such as bullying, behaviour and e-safety. <p>The aims of the policy as stated above are also the intended benefits.</p>
<p>2. What consultation has been undertaken in the development of the policy/procedure/practice/plan?</p>	<p>The College works in partnership with the Local Safeguarding Children Board and other agencies such as the Prevent Hub and adheres to best practice guidance from this board and from other organisations such as the Association of Colleges and the Sixth Form Colleges Association.</p> <p>The College has a Safeguarding Group, comprising members of staff in the College whose roles have a distinct safeguarding remit, and a Governor who has responsibility for safeguarding. The members of the Safeguarding Group were consulted in the re-drafting of the policy and further revisions were made as a result. The Senior Leadership Team was also consulted in the re-drafting of the policy.</p> <p>The College also has a Prevent sub-group, which also meets on a half-termly basis to oversee and implement the Prevent Duty Action Plan, which links to our Prevent Duty Objectives.</p> <p>The policy is available to the public via the College's website, for information and comment as necessary.</p>

3. What evidence, data or information is available to indicate how the policy/procedure/practice/plan might affect equality?

The policy and the practices detailed within describe how the College aims to meet its obligations to safeguard the wellbeing of young people and vulnerable adults. Part of the policy is to ensure employees undertake training on safeguarding on a regular basis, the frequency of which will depend on their role. Training is important in that employees are made aware of categories of abuse, which include discriminatory abuse and forced marriage. The College also provides specific training on equality and diversity, which explains and provides examples of different types of discrimination. Most recently staff members have received PREVENT training, to ensure all staff have up-to-date knowledge on issues relating to extremism and radicalisation.

	<p>The policy and associated practices support the challenging of discriminatory and/or unequal treatment, and aim to protect children and vulnerable adults from harm.</p> <p>There is no evidence to suggest that the policy is applied differently to any person and in respect of any protected characteristic. The nature of the policy is one of protection, thus inequality of treatment would be at odds with the essence of the policy.</p>
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<p>4. In what areas could the policy/procedure/practice/plan have a significant adverse differential impact?</p> <p>If you have selected one or more boxes for question 4, please go straight to question 5.</p> <p>If you have not selected any of the boxes for question 4 there is no need to complete the rest of this documentation. However, you must write the reasons why you believe there will be no differential impact, in respect of any of the protected characteristics listed, in the space opposite.</p>	<table border="1"> <tr> <td data-bbox="1120 371 1635 651"> <p>Disability</p> <p>Race</p> <p>Gender (including Gender Identity)</p> <p>Sexual Orientation</p> <p>Age</p> <p>Religion or belief</p> </td> <td data-bbox="1635 371 2152 651"> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> </td> </tr> </table> <p>The safeguarding policy is a very comprehensive document covering multiple angles in terms of the College’s approach to ensuring the safety and protection of children and vulnerable adults. The policy applies to all students, irrespective of age and there is no evidence to suggest any inconsistencies in its application by any protected characteristic.</p> <p>The nature of the policy is one of respect for others and for their safety, regardless of any protected characteristic or other characteristic or circumstance.</p> <p>It is felt that there will not be any differential impact on any group in applying this policy.</p>	<p>Disability</p> <p>Race</p> <p>Gender (including Gender Identity)</p> <p>Sexual Orientation</p> <p>Age</p> <p>Religion or belief</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Disability</p> <p>Race</p> <p>Gender (including Gender Identity)</p> <p>Sexual Orientation</p> <p>Age</p> <p>Religion or belief</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		

ASSESSING IMPACT AND STRENGTHENING THE POLICY/PROCEDURE/PRACTICE/PLAN

<p>5. What general concerns are there that the policy/procedure/ practice/plan could have a differential impact on the protected characteristics you have indicated in question 4? Please give details.</p> <p>What relevant evidence is available to support these concerns? Please use data/statistics where possible.</p>	
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6. What are the risks associated with the effectiveness of the policy/procedure/practice/plan in relation to the differential impact?	
7. What are the expected benefits of the policy/procedure/practice/plan?	
8. Who are the 'interested parties' (i.e. adversely affected groups) in relation to this policy/procedure/practice/plan?	
9. How will these interested parties be consulted and communicated with?	

<p>10. Which relevant experts and/or equality groups have been approached to explore the issues with which the policy/procedure/practice/plan is concerned?</p> <p>How have the views of these experts/groups been sought? (Please be as specific as possible, e.g. by letter, meetings, interviews, workshops, questionnaires, or any other method.)</p>	
<p>11. Please give details of the views of the experts/groups on the issues involved.</p>	
<p>12. Taking into account these views, and the available evidence, please outline the risks associated with the policy/procedure/practice/plan weighed against the benefits.</p>	

<p>13. What changes/modifications will now be made to the policy/procedure/practice/plan in the light of this Impact Assessment?</p>	
<p>14. How will these changes/modifications be communicated to interested parties (i.e. the groups which were adversely affected) and those consulted? (This should form part of the Action Plan.)</p>	
<p>Signed (completing officer 1)</p>	<p>Print Name and Job Title Sonia Ross Assistant Principal – Student Support</p>
<p>Signed (completing officer 2)</p>	<p>Print Name and Job Title Colin Knightley Director of Safeguarding</p>
<p>Date of completion of Impact Assessment</p>	<p>1st November 2016</p>

Actions arising from screening										
(R = Race/Ethnicity, R&B – Religion and Belief, D – Disabled People, G – Gender (including gender identity), SO – Sexual Orientation, A – Age)										
R	R&B	D	G	SO	A	Action Required	By Whom	By When	Intended Outcome	Change resulting from EIA and date (include evidence if possible)