Worcester Sixth Form College

Safeguarding Policy
(including Child Protection)

Updated September 2020

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Safeguarding Statement

Worcester Sixth Form College recognises our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice. Child protection forms part of the College's safeguarding responsibilities.

Purpose and Aims

The Purpose of the Safeguarding Policy is to set out the College's response to our statutory and moral responsibility to safeguard and promote the welfare of students.

The Safeguarding Policy applies to all staff, governors and volunteers and all activities provided by the College. An outline of the main sources of statutory duty, non-statutory guidance which inform the policy are listed in *Appendix 1* and definitions of key terms are listed in *Appendix 2.*

<u>The Safeguarding Policy aims to:</u>

- Demonstrate the College's commitment to safeguarding.
- Draw attention to the breadth of the responsibility.
- Outline how the responsibilities shall be met.
- Inform all members of the College community about their responsibilities and the principles and procedures to follow in practice.
- Inform all members of the College community about the support available and how to access it.
- Promote a safe and vigilant working environment.

Key Principles

The following principles underpin decisions and actions as regards safeguarding.

- The welfare of the student is paramount and our approach is student centred and aims to achieve the best outcome for the student.
- Wherever possible, students are fully involved in plans to safeguard and promote their welfare and individual decisions are informed by the wishes, feelings and experiences of students
- The College seeks to ensure Equality in dealing with Safeguarding matters.
- Personnel aim for best practice in related employment matters.
- All staff have a responsibility to act on any suspicion, rumour or disclosure that may suggest that a student is at risk of *harm* from *abuse.*
- Students and staff involved in *protection* cases receive appropriate support.
- College practice is informed by Worcestershire Children Safeguarding Partnership (WSCP) and 'Keeping Children Safe in Education (2020)
- Our response to concerns about *need* or *protection* is seen as an ongoing process rather than the management of an event.

- Working with other agencies is valued and matters surrounding information sharing and confidentiality are informed by WSCP protocols.

References in the Safeguarding Policy (other terms are outlined in *Appendix 2*)

Staff – is used to refer to all staff – academic, support, full-time, part-time and supply.

Safeguarding can be defined as:
• Protecting children from maltreatment• Preventing impairment of children's health or development
•Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
• Taking action to enable all children to have the best outcomes. ('Working Together to Safeguard Children', DfE 2018) updated February 2019

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

This guidance is consistent with the government guidance Working Together to Safeguard Children 2018.and Keeping Children Safe in Education 2020. It has been developed to provide support to the Designated Safeguarding Lead (DSL) and all staff in schools in Worcestershire, in carrying out their responsibilities in regard to safeguarding and promoting the welfare of the children in their care and protecting children who are at risk of harm

Protection – is used in reference to both of the following in legislation

- *Child protection* as relating to those before their 18th birthday
- *Protection of vulnerable adults* where those past their 18th birthday are receiving any form of health care or service re disabilities, prescribed physical or mental health conditions, expectant / nursing mothers or living in residential care. The Worcestershire Safeguarding Adults Board (WSAB) would be referred to in place of the WSCP. Some differences exist as outlined in their protocols.

Vulnerable – is used to refer to any students who

- Have learning difficulties / disabilities
- Are looked after children
- Are statemented
- Have a child protection plan

Student – is taken to refer to anyone undertaking study at the College. Although their age may determine action, their welfare is our concern.

<u>The Safeguarding Policy therefore encompasses the following main areas:</u>

1. Roles and Responsibilities.
2. Promoting the wellbeing of all students.
3. Students in *need.*
4. Students in need of *protection*.
5. Staff recruitment and training.
6. Staff conduct.
7. Other related policies and procedures under the broad remit of safeguarding.

This policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-

maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in Working Together to Safeguard Children 2018, the DfE's statutory Guidance "Keeping Children Safe in Education September 2020, Ofsted guidance and procedure,

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 . Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance.

We have regard to the DfE statutory guidance 'Relationships education, relationships and sex education (RSE) and health education' (June 2019) by including opportunities in the curriculum, specifically through PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.

This policy applies to all staff, governors, volunteers and visitors to the College. Child protection is the responsibility of all staff. We ensure that all parents and working partners are aware of this policy by mentioning it in our College prospectus, displaying appropriate information in our reception and on the College website and by raising awareness at meetings with parents/carers.

Contents and Procedures

1. Roles and Responsibilities

All members of the College community have a role and responsibility in safeguarding; however there are also specific roles and responsibilities which need identification.

The College shall:

- Meet legislative requirements.
- Clearly define roles and responsibilities.
- Communicate these to staff and where appropriate to students and parents.

In order to do this:

- The following chart explains this detail.
- The chart is distributed to all staff.
- The relevant information is made available to students and parents via a range of media.

Safeguarding Roles and Responsibilities

Role	Named Contact	Responsibility
Governors	Gillian Slater (Chair of Governing Body) Sean Devlin (Named Governor)	• Ensuring the College has effective policies, procedures and systems in place • Nominating a named Governor with Safeguarding responsibility • Ensuring that the College complies with all legislative duties, including the duty to report suspected or known cases of Female Genital Mutilation (FGM) and the duty to prevent young people from being drawn into terrorism
Principal	Ed Senior ed.senior@wsfc.ac.uk	• Ensuring policies, procedures and systems are fully implemented and followed • Ensuring recruitment and personnel aspects of Safeguarding are implemented • Line managing Designated Person Management of Allegations against Staff • Ensuring Safeguarding is fully incorporated within Health and Safety procedures and attending Health & Safety meetings • Advising SLT on premises and equipment issues relating to Safeguarding • Line manager for DSL and Assistant DSL
**Senior Lead for Student Well-being & Head of Year	Julie Ferman j.ferman@wsfc.ac.uk	• **Designated Safeguarding Lead (DSL)** • **Prevent Single Point of Contact (SPOC**) refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme • refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • refer cases where a crime may have been committed to the Police as required. • Liaison within the College and with the Worcestershire Safeguarding Children Partnership (WSCP) and Children's Services Social Care (Family Front Door) • Any returns requested by the LA/WSCP (e.g. S175 audit, CSE audit) are completed in a timely manner to enable the WSCP to meet its statutory duties • Design and delivery of whole college safeguarding training • Arranging induction training for staff, scheduling other training, as well as providing advice and support. This includes training on e-Safety, Child Sexual Exploitation (CSE) the Prevention of Radicalisation and Extremism

		• The person to whom safeguarding concerns raised by other members of the College – staff and students – should be referred • Management and referral of protection concerns to the relevant agency and keeping secure records • Keep detailed, accurate secure records and transferral of child protection files to a new school/college • Review the safeguarding policy annually and that it is made available publicly • Quality Assurance aspects of Safeguarding: self-assessment against Ofsted and other criteria; identification to SLT meetings of actions needed • Reporting to SLT and Governors • Attend Child Protection Conferences and delegate other meetings as appropriate. Ensure that staff understand that they can refer concerns directly with Children's Social Care Services if they believe that their concerns have not been acted upon • Design and promotion of well-being activities for the tutorial programme • responsibility for 14-16 year olds in college • Completion of annual WSCP checklist and audit • Completion of annual Safeguarding report for SLT and governors • Line manager of own tutors • Completion of Assessments to Children's Services through the Family Front Door • Overseeing 'students in need' • Attendance at multi agency meetings • Designated Mental Health Lead • Regularly update knowledge and skills through training, e-bulletins, DSL network meetings etc • Promote awareness of safeguarding issues
**Senior Lead for Student Success & Head of Year	Graham Williams g.williams@wsfc.ac.uk	• **Deputy Designated Safeguarding Lead** • Deputising on responsibilities above alongside or in the absence of the Designated Person • Completion of Assessments to Children's Services through the Family Front Door • Line manager of own tutors • Overseeing 'students in need' • Attendance at multi agency meetings as agreed • Updating and implementation of Anti-bullying policy • Planning of the tutorial programme to ensure that it includes relevant safeguarding topics, including e-Safety and Prevent
**Senior Lead for Quality Assurance & Head of Year	Carl Rusby carl.rusby@wsfc.ac.uk	• Responsibility for Education Visit Leadership • E-safety coordinator

**College Counsellors	See staff lists	• Working with Designated Person and Assistant on individual cases • Having representation at Safeguarding Team meeting
**Learning Support Manager	Sara Payne	• **Deputy Designated Safeguarding Lead** Deputising on responsibilities above alongside or in the absence of the Designated Person • Students with severe mental health problems • Looked After Children (LAC) • High Needs Learners • Assisting Designated Person in delivery of Safeguarding Training to small groups of staff outside of whole College training days
Personnel Officer	Dee Booth	• Responsible to Principal for implementing Safer Recruitment and other personnel requirements
Heads of Department / Line Managers	Various See staff lists	• Responsible for overseeing all safeguarding issues within their area of responsibility • Applying safer recruitment good practices • Ensuring Visitors' Reception is informed of all visitors through return of the correct form and ensuring appropriate supervision is in place • Ensuring Personnel is informed of all volunteers and other non-employees of the College with frequent or intensive contact with the College through return of the correct form and ensuring appropriate supervision is in place
Head of Student Services	Linda Roberts	• Providing services to support student wellbeing • Work experience placement procedures
Tutors	Various See Tutor lists	• Overseeing tutees' welfare • Delivery of wellbeing provision via tutorial programme
All Staff	Various See Staff lists	• Being aware of safeguarding issues and adopting an attitude 'it can happen here' • Wearing badges when on site • Referring on general concerns to Heads of Year and protection concerns about individuals to Designated Safeguarding Lead (or Assistant DSL) • Actively promoting the safety and well-being of students through curriculum • Reporting to a senior member of staff issues that cannot be satisfactorily resolved

** = Member of Protection Team
This is chaired by Julie Ferman and meets fortnightly to manage protection cases, agree and record actions and discuss other College safeguarding issues. It also reviews lessons learnt from individual cases and makes recommendations for improvements.

To submit an online Cause for Concern notification log onto:

www.worcestershire.gov.uk/

http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1658/are_you_a_professional_and_worried_about_child

Roles and responsibilities continued

All staff

All adults working with or on behalf of students have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the College (Designated Safeguarding Lead and Deputies).

The Teachers' Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their decisions about individual children.

Every member of staff, including volunteers working with students at our College, is advised to maintain an attitude of '*it could happen here'* where safeguarding is concerned and '*think beyond the obvious'*. When concerned about the welfare of a student, staff members should always act in the interests of the student and have a responsibility to take action as outlined in this policy. They take account of the *'one chance rule'* in relation to honour violence based issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. In every office is a 'Notice – Check – Share' poster, complete with referral forms to aid staff in doing this.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the College's confidential reporting (whistleblowing) policy.

Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the NSPCC whistleblowing helpline.

Local Governing Body

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2020*,* the Local Governing Body will ensure that:

- The College has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly on our website.
- The policy should be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- The College operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.
- There is a senior member of the College's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal

training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.

- The Principal, and all other staff and volunteers who work with students undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with students are made aware of the College's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2020). Staff training includes indicators of FGM; early signs of radicalisation and extremism; indicators of vulnerability to radicalisation.
- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Principal, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers -"Guidance for Safer Working Practice for those who work with children in education settings October 2015".
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit and CSE audit).
- There is an individual member of the Governing Body (Sean Devlin) who will champion issues to do with safeguarding children and child protection within the College, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The College contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for students who require this. This Early Help may be offered directly through College provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WCSP).
- The College complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Principal and DSL we assess the level of risk within the College and put actions in place to reduce that risk.

Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the College. The record should include the student's words as far as possible and should be timed, dated and signed. Initial Cause for Concern forms are in each office and stored in 'respository/safeguarding' The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored electronically away from normal pupil or staff records and marked as 'sensitive'. These have restricted access by designated safeguarding staff. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely in a locked cupboard, with access confined to specific staff, Designated Safeguarding Leads and the Principal.

Child protection records are reviewed regularly to check whether any action or updating is needed.

When students transfer to another college, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where possible this is done so

electronically. In the event of a student moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. Police, should be copied.

A record of any allegations (proven) made against staff is kept in a confidential file by the Principal.

A diagram that illustrates the different roles of the Protection Team can be seen below:

SAFEGUARDING - Promoting Students' Wellbeing at Worcester Sixth Form College

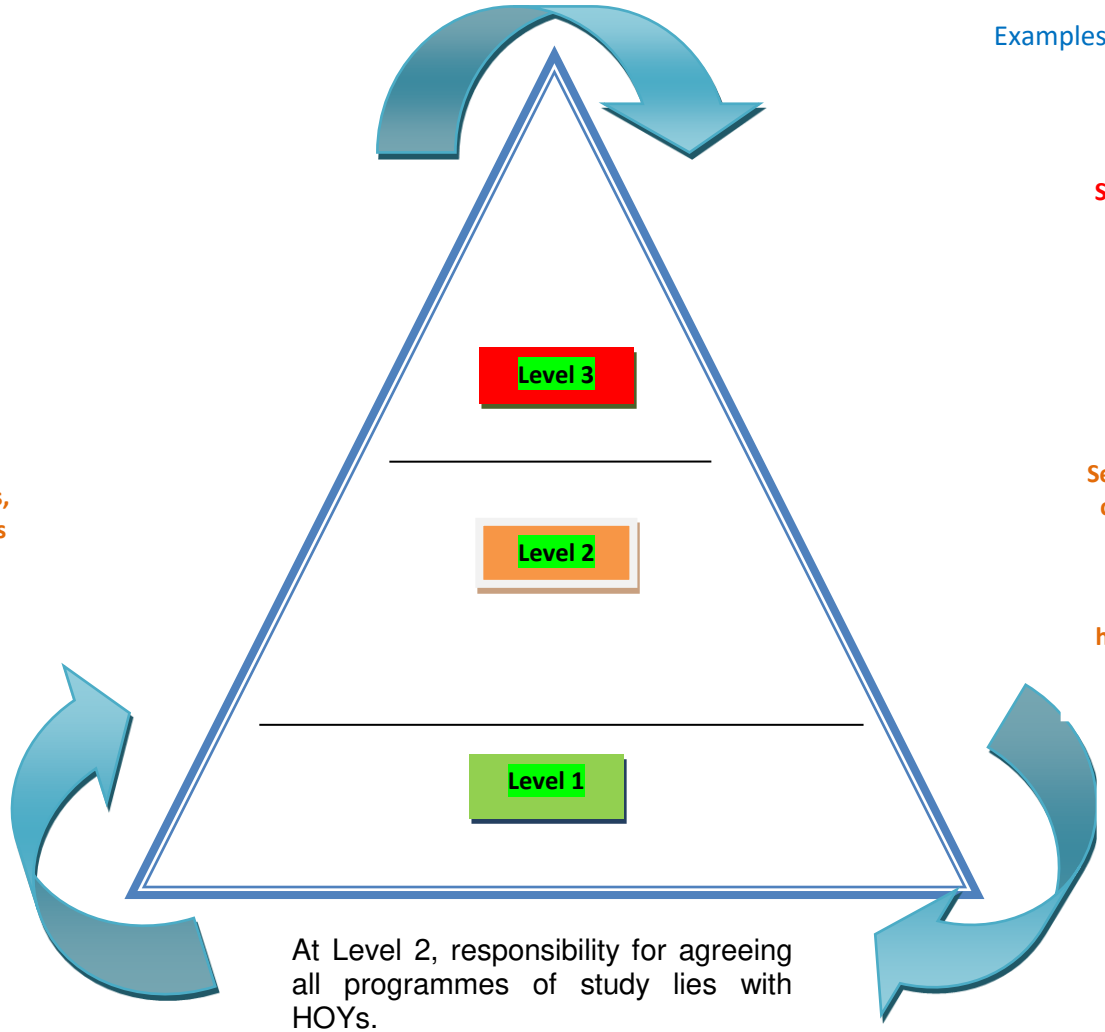
Responsibilities for Support

Who is responsible?

Level 3
Designated Safeguarding Lead (JUF)
Deputy Safeguarding Lead (GJW & SJP)
(Liaise with Counsellors)

Level 2
HOYs and Learning Support Manager
(Also liaise with tutors, Counsellors)
Agencies: Early Help, LAC, Social Services, Children's' Services, Health Professionals

Level 1
Teachers, Tutors and liaison with Counsellors and Learning Support Team



Examples of conditions/cases at each level

Level 3
At serious risk to self: Suicide, missing students, disclosure of serious nature (e.g. abuse, extremist views), students with criminal case active/pending

Level 2
Complex support needs
Serious depression i.e. under care GP or CAMHS, serious home circumstances
Exhibits dysfunctional behaviour, homelessness; habitual irregular self-harm

Level 1
Anxiety, stress, depression (managing with limited intervention), difficult home circumstances

At Level 2, responsibility for agreeing all programmes of study lies with HOYs.

2. Promoting the wellbeing of students

The College takes seriously its responsibility to deliver this outcome and responsibility for it is spread between departments and cross College areas. On the whole, the details are held within a range of other, referenced, Policies.

The College shall:

- Provide a safe and inclusive environment.
- Teach students about wellbeing and develop awareness and skills in being safe and staying safe.
- Have staff who are proactive in this promotion.
- Tell students what support is available to them and how to access it.

In order to do this:

- Procedures for dealing with volunteers and visitors are centred on safeguarding requirements. (Appendix 14)
- The College will seek to ensure that Equality* is ensured (in line with policies listed on page 20).
- The College's Health and Safety, Offsite* and Work Placement* procedures and arrangements meet safeguarding requirements.
- There is an Anti-Bullying Policy and incidents are logged and monitored closely.
- Students have induction sessions and other provision focusing on wellbeing via curriculum areas, the tutorial programme, events and Student Services. All are given *'Stay Safe' Z* cards. Safeguarding team posters are visible in tutorial rooms and around College.
- Safeguarding messages and information focus on positive wellbeing as well aa raising awareness of unsafe, unwise and illegal behaviour.
- Students are made aware of e-Safety via the Acceptable Use Policy* and work led by the ILT team. In addition, activities and guidance are given via tutorial and also in Department areas, especially where certain provision raises particular issues.
- The College support services, systems and networks are highly visible.
- Quality Assurance* procedures such as lesson/tutorial observations, questionnaires, surveys and self-assessment monitor how we teach students to stay safe.
- Consent is always sought when photographing students.
- Risk assessments are drawn up when a student has disclosed evidence of a criminal conviction or when a student has been perceived to be a potential threat to another student.

- The College alerts students and staff to the dangers of extremist ideas and will train staff in the procedures of the Prevent strategy. (Appendix 13)

- Within our local area statistics show in June 2020 that violence/sexual offences, antisocial behaviour and shoplifting are the three highest crimes committed. This is checked regularly by the DSL and is a particular focus through the pastoral team and wider tutorial programme. *Data taken from https://www.crime-statistics.co.uk*

Safeguarding in the curriculum

- Safeguarding messages and information focus on positive wellbeing as well a raising awareness of unsafe, unwise and illegal behaviour.

- Students have induction sessions and other provision focusing on wellbeing via curriculum areas, the tutorial programme, events and Student Services. All are given *'Stay Safe' Z* cards. Examples of tutorial sessions which can be seen in the tutorial programme scheme of work are;
    - Bullying/Cyber Bullying and peer on peer abuse
    - Drugs, Alcohol and Substance Abuse
    - Online Safety / Mobile technologies
    - Fire drills
    - Sexual Violence and Sexual Harassment and issues around consent with the Worcestershire School Nurse team
    - Road Safety with the local Road Safety Partnership Team
    - Domestic Abuse, Healthy Relationships and Sexual Exploitation of Children (CSE)
    - Criminal Exploitation (County Lines)
    - Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)[1].

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such young people, College may be one of the few stable, secure and predictable components of their lives. Others may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our College seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students with Special Educational Needs or Disability. We will seek to provide such young people with the necessary support and to build their self-esteem and confidence.

Protecting students online

• Governing bodies and proprietors should be doing all that they reasonably can to limit students' exposure to the risks from the College's IT system. As part of this process, we have appropriate filters and monitoring systems in place.

- Education at home – where students are asked to learn online at home the department has provided advice to support schools and colleges do so safely: safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education

[1] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

3. Students *in need*

The College recognises that some students will have additional *needs* and/or characteristics which deem them *vulnerable.* For such students the College may take additional action to promote their welfare and/or to reduce barriers to them reaching their potential.

The College shall:

- Identify such students.
- Discuss barriers to success with students.
- Make appropriate support available.
- Monitor student's progress and outcomes.

In order to do this:

- Staff are introduced to the key terms (Appendix 2) via training.
- Such students are identified at interview and noted. Information is actively sought from partners to inform our response.
- Information held about students who 'need careful monitoring' is updated regularly, usually once per half term.
- The attendance of students who 'need careful monitoring' is checked on a daily basis.
- All staff are able to identify emerging issues of vulnerability.
- The pastoral team monitors all students closely.
- There is a Learning Support team that specialises in supporting students within College who have specific needs.
- Student Services provide support through Counselling Policy
- Specific arrangements are in place to support the needs of Young Adult Carers.
- Staff work closely with Parents and Partner agencies, through Worcestershire Family Front Door and Community Social Workers, where appropriate.
- There is a nominated *Looked After Child Co-ordinator* (Sara Payne) who supports and monitors this particular vulnerable group and students who have previously been *Looked After Children.*
- Quality Assurance processes consider outcomes for this group of students.

4. Students in need of *protection*

Where there is a concern that a student may be suffering, or at risk of suffering, significant harm from abuse, there are specific procedures to follow. The significance of such cases for those involved is understood by the College and explains the importance placed on this section of the Safeguarding Policy.

The College shall:

- Ask all members of the College community to be vigilant as regards abuse.
- Ensure procedures meet external requirements, are clear and are followed by staff.
- Deal with cases appropriately and professionally.
- Offer appropriate supervision/support to staff involved in cases.

- Value Inter/multi agency working.

- Adopt an ethos of review.

In order to do this:

- Students have an induction session on safeguarding and further sessions via the tutorial programme and are given 'S*tay safe' Z* cards.

- All staff undertake training to ensure they understand:

    - the extent of the term *abuse* (e.g. inc. Child Sexual Exploitation (Appendix 4a), forced marriage (Appendix 4d) and female genital mutilation FGM (Appendix 4f), Modern Slavery (Appendix 4g)
    - the notion of *significant harm* (Appendix 2)
    - they are well placed to spot likely **sign and indicators** (Appendices 3 and 4)
    - College **procedures** to follow as *outlined in the following flow diagrams*
    - that dealing appropriately with **confidentiality** is vital in cases of protection and so
        - they cannot promise to keep what students tell them a secret
        - they only discuss protection concerns with the Designated Safeguarding Lead
        - the designated Safeguarding Lead will only pass on information internally on a need to know basis
        - we must be prepared to challenge each other is we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the student

- The nature of the Prevent Duty and the responsibility of all staff to be alert for students who are at risk of radicalisation (Appendix 13)

- Safeguarding responses are put in place in cases where students go missing from education and parents are alerted to absences via parent portal and/or other methods such as phone or e-mail

- Students who make a disclosure are **listened** to *as outlined in the following flowchart / guidance* which staff receive in training.

Raising Complaints and Concerns

We respond robustly when concerns are raised or complaints made (from students, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The College will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available from the PA to the Principal, Jo Payne.

5. Procedures for Managing Concerns

WSFC adheres to child protection procedures that have been agreed locally through the Safeguarding Worcestershire https://www.safeguardingworcestershire.org.uk/

Where we identify students in need of support, we will carry out our responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in College. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child should be reported without delay and recorded in writing on the Cause for Concern form, signing and dating this

The DSL will consider what action to take and have appropriate discussions with parents/carers as appropriate prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation

All referrals will be made in line with local procedures as detailed on the Worcestershire website.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head teacher. Concerns should always lead to help for the child at some point.

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

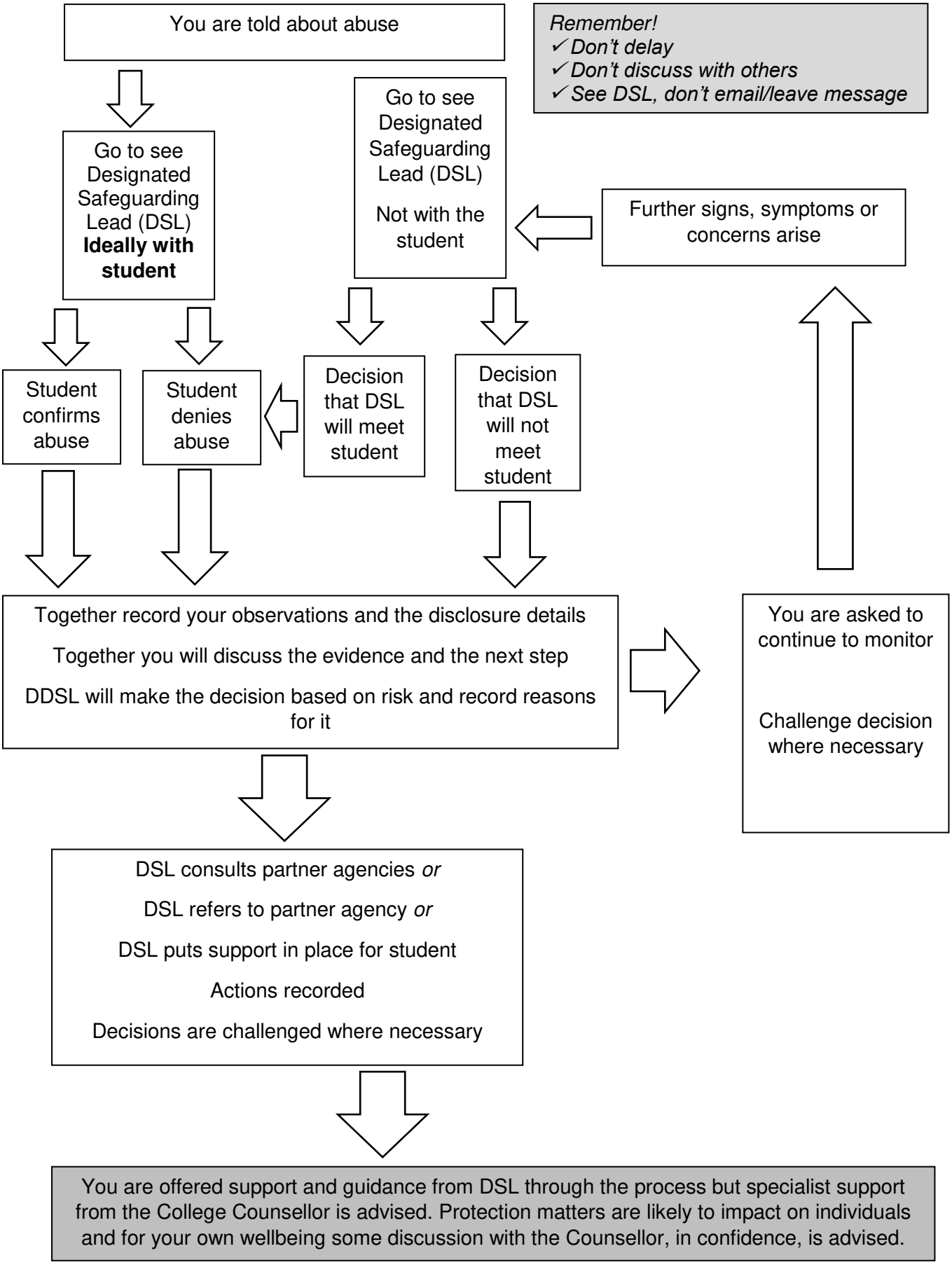
- the situation is an emergency and the designated senior person, their deputy and the Head teacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety.

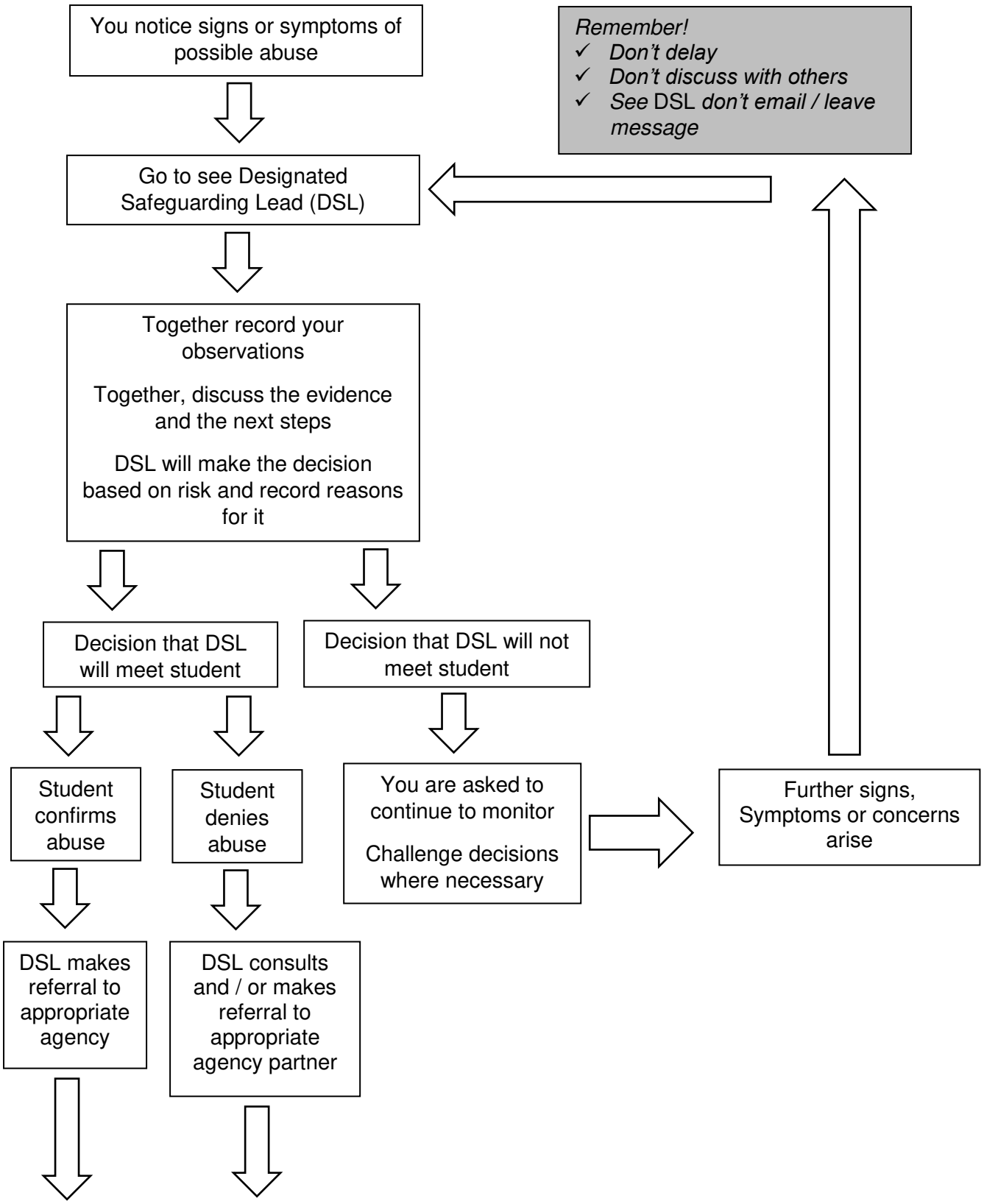
Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

NSPCC's https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

NSPCC - When to call the police

Safeguarding – Protection Procedure Disclose of Abuse





You are offered support and guidance from DSL through the process but specialist support from the College Counsellor is advised. Protection matters are likely to impact on individuals and for your own wellbeing some discussion with the Counsellor, in confidence, is advised.

Listening to Disclosures of Abuse

- ✓ react calmly
- ✓ be aware of your non-verbal messages
- ✓ keep responses short, simple, quiet
- ✓ don't stop the student who is freely recalling significant events
- ✓ don't interrogate – observe and listen
- ✓ avoid comment on the alleged perpetrator
- ✓ never offer absolute confidentiality; advise at an early stage that information that a student may be at risk, may require that you must speak to someone else in College and reassure them that only those that need to know would be told
- ✓ reassure them that they can be involved in such a discussion and they are doing the right thing
- ✓ don't end the conversation abruptly, tell the student what will happen next
- ✓ do not discuss the case with other staff
- ✓ make a written note of what was said and what you observed, sign and date and give this to the Designated Safeguarding Lead
- ✓ **Follow procedures** – see preceding flow chart

Your role is to listen and refer on as the law requires

Your role is not to judge, rescue, interrogate, give advice

- Staff receive a briefing sheet to remind them of definitions and procedures
- As issues surrounding protection are often challenging and hard to predict and procedures outlined above may not always exactly match reality, all staff are trained **that if they are in doubt they should consult.** Staff should consult the Designated Safeguarding Lead and the Designated Safeguarding Lead in turn should consult the Community Social Workers / Staff at Family Front Door or other partner agencies for advice. However in urgent situations, any member of staff can refer their concerns to Children's social Care (Family Front Door) directly.
- **The age of a student** should not change the initial internal referral of concerns to the Designated Safeguarding Lead. It may inform discussion and actions from that point on and the Adult Safeguarding Board Protocols should be considered where appropriate.
- The principle that no-one should deal with a protection concern in isolation is fundamental.

- Any protection concerns shall be recorded as a Safeguarding Protection memo and all documentation saved in the student's confidential documents tab on their portal page.

- A Safeguarding Team (*See Roles and Responsibilities earlier in policy)* will have specific training in line with Guidance in *Working Together to Safeguard Children 2018 and* Keeping Children Safe in Education September 2020 to jointly manage cases.

- The Safeguarding Team meets fortnightly to review cases, agree actions and update records.

- The Safeguarding Team also consider lessons learnt, and this informs practice. The minutes of these meetings go to SLT.

- The Principal, the Deputy Principal, members of the Safeguarding team, tutors and the College Counsellors have access to memos, assessments and Safeguarding records.

- Safeguarding case files are held securely in paper form until the student reaches their 25th birthday. All members of the Senior Leadership Team are aware of the location and access of protection case files. From September 2017 the College will store key Safeguarding documents electronically through the student's College Portal page.

- The Designated Safeguarding lead arranges for the secure and timely transfer of case files to other institutions where appropriate when a student leaves the College in accordance with Worcestershire Safeguarding Children Partnership Guidelines. Where possible this is done electronically.

- Staff involved in a protection concern or case, are offered advice and guidance from the Designated Safeguarding lead and other members of the Safeguarding team.

- The Counsellors have external supervision and supervision is offered to all members of the Safeguarding team. Supervision for all staff is made available through the College's Employee Assistance Programme.

- Inter/multi agency working protocols are followed and the professional responsibility to co-operate with other agencies is upheld as is the notion that professional challenge is considered good practice.

- Designated Staff attend sharing of good practice meetings with other colleges, the WSCP and seek to develop their skills and experiences beyond minimum requirements.

- Lessons learnt from Serious Case Reviews and other Government and Safeguarding Board reviews are disseminated to all staff.

Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. The College will support staff to promote positive partnerships within college and with other agencies and will

ensure that **staff** are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures if necessary.

http://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements

6. The use of 'reasonable force' in colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Key staff members have received training in restraint and reasonable force and any such incidents are logged.

Advice for colleges is available on the AOC website. https://www.aoc.co.uk/

7. Staff Recruitment and Training

The College recognises it has a duty to ensure the safe recruitment of staff and volunteers and as such personnel systems need to be robust. Training is seen as a fundamental process in informing and ensuring safeguarding duties are met and WSCB pathways and guidance about groups in *Working Together to Safeguard Children* and *Keeping Children Safe in Education* 2020 inform the training plan.

The College shall:

- Work within the legislative framework. The Policy on Recruitment and Selection* outlines procedures and those Policies and procedures that deter, reject or identify anyone who may be unsuitable to work or be in the College for safeguarding reasons.

- Make clear its commitment to safeguarding to prospective employees.

- Ensure that all staff have completed appropriate training

- Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one.

- Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

- College should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA). Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.

- In the case of Heart of Mercia Academy Trust, the Trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the Chair of the board of charity trustees. The Trust must also check that members are not barred from taking part in the management of the school as a result of a section 128 direction

In order to do this:

- Checks on all adults working in the College are carried out in line with *Safeguarding Children and Safer Recruitment in Education and Keeping Children Safe in Education* 2020 and records are completed and held on a Single Central Record to monitor and demonstrate compliance. Risk assessments are carried out where needed. References are sought and gaps in employment and / or training are checked.

- Job descriptions and other recruitment materials carry a safeguarding statement and interviews are carried out by at least one member of staff who has completed Safeguarding in Recruitment training and assessment. Interview questions always include safeguarding questions.

- All adults working in the College wear lanyards and badges: grey *staff* lanyard for those on who the College completes checks, orange lanyard for Governors, red *visitor* lanyard for all others. Checks are sought as appropriate for the latter group. Badges indicate status of adult (e.g. Staff, Contractor, Visitor). Visitors and occasional volunteers are supervised. Regular volunteers and frequent Visitors are given a briefing document *(Appendix 8).*

- Personnel update training records for any course linked to safeguarding that staff attend and any certificates received are placed on their Personnel file. Training reports go to SLT.

- Safeguarding training forms part of the Induction of all new staff.

- Education Visit Leadership training is compulsory for all members of staff who wish to organise a College trip. Training has to be refreshed at least every five years.

- All staff will be trained in the principles of PREVENT and of indicators of Vulnerability to Radicalisation.

- Whole staff training Safeguarding Training will be refreshed at least every 3 years with regular updates at least annually.

- Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, including Child Sexual Exploitation (CSE), Child Criminal Exploitation (County Lines), Female Genital Mutilation (FGM), Prevent, on-line safety and peer on peer abuse, including sexting and sexual violence and sexual harassment. Training will also include how to record and report abuse both within College and to Children's Social Care.

8. Staff Conduct

The College recognises that the conduct of staff and other adults creates the ethos of the College and that it has a duty of care towards staff. The College also recognises that it is possible that a member of staff or volunteer may behave, or be accused of behaving, in a manner which would harm a student.

The College shall:

- Inform staff about what constitutes appropriate conduct.
- Inform staff of procedures for the management of allegations against staff.
- Deal with allegations against staff as a serious matter for all parties.
- Aim to protect those who raise concerns.

In order to do this:

- The College Code of Conduct for Staff * states College expectations and guides staff about positive conduct.
- The Code also deals with the law and the *position of trust* as does staff training.
- The College also issues additional Guidance on Safer Working Practices including advice about illegal, unsafe and unwise conduct. This also notes safe practice as regards electronic communication. *(Appendix 11).*
- *Procedures for Dealing with Allegations against a Member of Staff* are outlined in Appendix 9. These follow guidance from the WSCP and WCC.
- A policy on Confidential Reporting (Whistle blowing) is known to staff.

9. Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between young people outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence**.**

10. Other related policies under the broad remit of safeguarding

The following Policies and Procedures have been mentioned in this Safeguarding Policy or in its appendices

- E-Safety Policy
- Bereavement policy
- Equality Policy

- Health, Safety and Wellbeing Policy
- Outdoor Offsite Policy
- Work Placement Policy
- Anti-Bullying Policy
- Acceptable Use Policy
- Quality Assurance Policy
- Learning Support Policy
- Counselling Policy
- Tutorial Programme
- Staff Development Policy
- Recruitment and Selection Policy
- Code of Conduct for Staff
- Confidential Reporting Policy ('Whistleblowing')
- Strategies to support Young Adult Carers
- Freedom of Speech Policy
- Worcestershire 14-19 Partnership Board Learning Provider Safeguarding Guidance
- Student Code of Conduct
- Suicide Prevention Policy

The following Policies also have particular relevance:

- Counselling Policy
- ILT Strategy Policy
- Fire Safety Policy
- Children on Site Policy
- Student conduct Policy
- Guide for Students and Parents
- Complaints Policy

11. Monitoring & reviewing of the safeguarding policy

The Safeguarding Policy is monitored throughout College by:

- Governors through an annual report usually in the summer term to both the Curriculum & Quality Committee and the Finance & Resources Committee.

- Governors through an annual review of the Safeguarding Policy.

- SLT via a standing item at all SLT Meetings.

- SLT through regular training reports.

- SLT through on-going, annual Quality Assurance processes.

- The Protection Team through their regular meetings and reviews.

- Heads of Departments via the self-assessment process.

- Students through questionnaires and Student Voice activities.

Review

- The Safeguarding Policy is reviewed annually by the Senior Leader for Student Well-being/Designated Safeguarding Lead in conjunction with the Principal and in consultation with the Personnel Officer.

- Others with particular roles as outlined in the Policy will be consulted on their area of responsibility.

- Students may be consulted on elements of the policy as part of the review.

- Amendments and changes will be agreed firstly by SLT and then referred to the Local Governing Body

Outline of Sources of Statutory Duty, Non- Statutory Guidance and Protocols

The Children Act 1989

Section 17 - safeguard and promote welfare
SECTION 47 – TO MAKE ENQUIRIES
Section 44 – emergency protection order
Section 46 – Police Powers, remove/reasonable steps
Sharing information

United Nations Convention on the Rights of the Child 1989

The Human Rights Act 1998

The Education Act 2002

Section 175 – Designated staff, policy, training
Guidance in Safeguarding Children in Education
Duty to safeguard and promote welfare

Sexual Offences Act 2003

Abuse of position of trust, up to 18 yrs, whatever views held

The Children Act 2004

Followed Every Child Matters Green Paper
Local Safeguarding Boards and Children's Trusts
Duty to co-operate

Working Together to Safeguard Children (2006), (2015), (2018)

2003 version response to Climbie Inquiry
Provides definitions of abuse
Inter-agency working and serious case reviews
2010 reflect Laming's Progress Report 08 and Govt Action Plan 09

Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012

Response to Bichard Inquiry
Safeguarding Children and Safer Recruitment in Education (2006)

What to do if you are worried a child is being abused: advice for practitioners (2015)

Information Sharing: Practitioners' Guide (2015)

Evidence on the Retention and Transfer of Child Protection Records for all Educational Establishments in Worcestershire 2015
Extremism and Radicalisation: Prevent – Information for Schools and Colleges 2015

The Counter-Terrorism and Security Act 2015 – places a duty on schools and colleges to safeguard their students from being drawn into terrorism

Sexual violence and sexual harassment between children in schools and Colleges (2018)

Keeping Children Safe in Education (September 2020)

Local Guidance

Multi Agency Levels of Need Guidance May 2019 (formerly Thresholds Guidance)

Child Sexual Exploitation (CSE) Pathway 2016

Definitions of Key Terms

Safeguarding

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Enabling children to have optimum life chances in adulthood

A child

is anyone who has not yet reached their 18th birthday

Vulnerable adults

18+ and receiving health care or other regulated activity which falls within the definition ie provision of personal care or social work, assistance with cash, bills and/or shopping, assistance in the conduct of a person's own affairs or being conveyed because of their age, illness or disability to or from their place of residence and a place to receive health, personal or social care.

In need

Children who are referred to as "in need" under section 17 of the Children Act (1989) are those

- whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development,
- or their health and development will be significantly impaired without the provision of services

Young Carers

are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental health problems or misuses drugs or alcohol.

Protection

Activity taken to protect specific person suffering or likely to suffer significant harm.

Harm

- ill-treatment (including sexual abuse and physical abuse)
- impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child (Children Act 1989 section 31(9))
- The impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Amended by the Adoption and Children Act 2002.)

Significant harm

The Children Act 1989 introduced this concept as

- the threshold that justifies compulsory intervention in family life in the best interests of children

- and places a duty of care on Local Authorities to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm
- factors include - degree, extent, duration, frequency, degree of premeditation, presence of coercion, sadism

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

- involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening
- activities may involve physical contact, including penetrative (e.g. Rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

Neglect as Abuse

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.

- may occur during pregnancy as a result of maternal substance abuse.

Forced marriage

is an abuse of Human Rights and a protection issue (see Appendix 4d)

Female Genital Mutilation (FGM)

is an abuse of Human Rights and a protection issue (see Appendix 4f)

RECOGNITION & IDENTIFICATION OF ABUSE

Taken from Working Together to Safeguard Children 2018, Appendix A

What is abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused 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. They may be abused by an adult or adults, or another child or children.

Indicators of Abuse

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

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), 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.

Emotional abuse is difficult to:

- define

- identify/recognise

- prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression

- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement
- Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

NEGLECT

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, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms which are:

- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs
- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.[2]

Common Concerns:

With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:

Poor health, including mental health or mental illness, disability, including learning difficulties, substance misuse and addiction, domestic violence

College staff need to consider both acts of *commission* (where a parent/carer deliberately neglects the child) and acts of *omission* (where a parent's failure to act is causing the neglect). This is a key consideration with regard to college attendance where parents are not ensuring their child attend school regularly.

Many of the signs of neglect are visible. However College staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a pupil is being neglected. Staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

Here are some signs of possible neglect:

Physical signs:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet
- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

PHYSICAL ABUSE

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.

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
  - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;
  - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:
  - Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
  - Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.

- Other injuries:
  - Bite marks may be evident from an impression of teeth
  - Small circular burns on the skin suggest cigarette burns
  - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
  - Red lines occur with ligature injuries
  - Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
  - Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
  - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
  - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

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 include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school or through other activities.

Characteristics of child sexual abuse:

- It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This can be done in person or via the internet through chat-rooms and social networking sites;
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chat-rooms and social networking sites.

In older children behavioural changes may include:

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia

- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:

- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

[1] Source: Horwath, J (2007): Child neglect: identification and assessment: Palgrave Macmillan

PREVENT STRATEGY

Introduction

Worcester Sixth Form College is committed to providing a secure environment for students, where learners feel safe and are kept safe. All adults at Worcester Sixth Form College recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

The prevention of extremism and radicalisation is one element within our overall College arrangements for Safeguarding. It is drawn up in accordance with the Counter-Terrorism and Security Act of February 2015, and draws upon the guidance contained in "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".

Preventing radicalisation

Children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting them from this risk should be a part of a College's safeguarding approach.

• Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

• Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

• Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy,
www.gov.uk/government/publications/counter-extremism-strategy

As defined in the Revised Prevent Duty Guidance for England and Wales,
www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

As defined in the Terrorism Act 2000 (TACT 2000)
www.legislation.gov.uk/ukpga/2000/11/contents

There is no single way of identifying whether a young person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to their vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff

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

The College's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard' to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of College's wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages

Guidance on Channel is available at: Channel guidance.

The Home Office has developed three e-learning modules:

• Prevent awareness e-learning offers an introduction to the Prevent duty.

• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-

learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

College Ethos and Practice

When operating this policy Worcester Sixth Form College uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in Worcester Sixth Form College. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally.

In order to implement our ethos, the College shall

- Provide a broad and balanced tutorial programme that includes the study of Fundamental British Values, the Prevent Strategy and how students can keep themselves safe on-line
- Seek and identify opportunities in schemes of work for the promotion of Fundamental British Values, within teaching programmes, also.
- Block and monitor attempted access to inappropriate internet sites and other strategies as outlined in the College's e-Safety policy
- Require any external speakers to sign the External Speaker Declaration and the supervising member of staff will complete a risk assessment for their visit
- Require any external organisation wishing to book the premises to complete a Premises Booking Form that indicates their support for Fundamental British Values (as in Freedom of Speech policy)
- Require permission to be sought for fundraising activities within College
- Ensure that the College Prayer and Contemplation room is for use by individuals only (from all faiths or none) and not groups. Its use will be monitored.

- Provide training for staff in how to promote freedom of speech through debate and discussion, whilst also handling the debate with sensitivity and without causing offence
- Consult with groups of students on how to promote a cohesive College society
- Train all members of staff and governors on the Prevent strategy and on what to do if they witness extremist views being expressed in College
- Train all members of staff to challenge any prejudice or discrimination, including derogatory language, displayed by learners or staff and to deal with it in line with the Student Code of Conduct and the Staff Code of Conduct
- Work with outside agencies and community groups to enhance the College's awareness of local issues and to assist in the broadening of our students' experiences and horizons

Monitoring Risk and Raising Concerns

The College will carry out an annual risk assessment based on information provided by our Channel Panel contacts and this will be reviewed at least termly by the College's Designated Safeguarding Lead (who is also the Single Point of Contact for Prevent). Within College, where there are concerns of extremism or radicalisation, learners and staff will be encouraged to make use of our internal Safeguarding procedures to report their concerns to the DSL or any member of the Safeguarding Team or Senior Leadership Team. The team will then discuss the case with the College's Channel/Prevent contacts with a view to referring the case to the Channel Panel.

Appendix 5

Specific Safeguarding Issues

5(a) Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.'

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited

- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited:**

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the WSCB website: http://www.worcestershire.gov.uk/cms/safeguarding-our-children/child-sexual-exploitation.aspx

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the Worcestershire Pathway for dealing with issues of CSE, including completion of the screening tool.

5(b) Child Criminal Exploitation & County Lines

County Lines is a very serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (e.g. London, Manchester, Liverpool etc.) to smaller towns and rural areas in order to make more money. This can have a really big effect on the community who live there and bring with it serious criminal behaviour.

The UK Government defines county lines as:

'a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.'

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

'Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.'

Criminal exploitation of children is broader than just county lines and includes, for instance, children forced to work on cannabis farms or to commit theft.

Crimes Associated with County Lines

Drugs - County lines commonly involves the illegal distribution and dealing of seriously dangerous drugs from one city/town to another. The most common drugs involved are heroin and cocaine (crack and powder), but also MDMA, cannabis, amphetamines and spice.

Violence - Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats, acid are sometimes used to make violent threats.

Exploitation - Gangs recruit and use children and young people to move drugs and money for them. Children as young as 11 years old are recruited, often using social media. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users.

Sexual Exploitation - Young girls are often groomed and forced into relationships with gang members and are made to perform sexual acts.

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs.

- Are they always going missing from school or their home?
- Are they travelling alone to places far away from home?
- Do they suddenly have lots of money/lots of new clothes/new mobile phones?

- Are they receiving much more calls or texts than usual?
- Are they carrying or selling drugs?
- Are they carrying weapons or know people that have access to weapons?
- Are they in a relationship with or hanging out with someone/people that are older and controlling?
- Do they have unexplained injuries?
- Do they seem very reserved or seem like they have something to hide?
- Do they seem scared?
- Are they self-harming?

Terms associated with County Lines

Here are some words/terms that are commonly used when describing county lines activity. someone using these words might be involved in or might know of County Lines activity.

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

Signs of cuckooing:

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

*Going Country- t*his is the most popular term that describes County Lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

*Trapping - t*he act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

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

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

What to do if you have concerns a young person is involved in County Lines

Follow the normal safeguarding procedures and refer to the College's DSL. The DSL will refer on to Children's Social Care and/or the Police, if the young person is at immediate risk of harm.

Further information is available in the regional guidance of the West Midlands Child Protection Procedures.[3]

Further guidance is available in the Home Office's publication 'County Lines: criminal exploitation of children and vulnerable adults'.[4]

[3] http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence

[4] Https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults

5(c) Domestic Abuse

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

We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like, for example by using the WSCB Healthy Relationship – a whole school approach and resources from the WCC Domestic Abuse and Sexual Violence website.

All concerns regarding Domestic Abuse will be reported to the DSL, who will ensure that appropriate support is available to the young people and make referrals to the Family Front Door where the threshold for social care intervention is met.

5(d) Forced Marriage – a form of Domestic Abuse and a crime in England and Wales

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or another form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.
There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The justifications

Most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon - there have been cases involving families from East Asia, the Middle East, Europe and Africa.

Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.

Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

Culture

Often parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents come under significant pressure from their extended families to get their children married.

The law

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

In addition, the Forced Marriage (Civil Protection) Act (2007) makes provision for protecting children, young people and adults from being forced into marriage without their full and free consent through Forced Marriage Protection Orders. Breaching a Forced Marriage Protection Order is a criminal offence.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence, with effect from 16th June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the marriage takes place);
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured into it or not).

What to do if a student seeks help

- The student should be seen immediately in a private place, where the conversation cannot be overheard.
- The student should be seen on her own, even if she attends with others.
- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting.
- Explain all options to the student and recognise and respect her wishes. If the student does not want to be referred to Children's Services, you will need to consider whether to respect the student's wishes — or whether the student's safety requires further action to be taken. If you take action against the student's wishes you must inform the student.
- Establish whether there is a family history of forced marriage — i.e. siblings forced to marry.
- Advise the student not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Forced Marriage Unit.
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer to the local Police Child Protection Unit if there is any suspicion that there has been a crime or that one may be committed.
- Refer the student with her consent to the appropriate local and national support groups, and counselling services.

What to do if the student is going abroad imminently

The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the student and to repatriate her:

- a photocopy of the student's passport for retention — encourage her to keep details of her passport number and the place and date of issue
- as much information as possible about the family (this may need to be gathered discretely)
- full name and date of birth of student under threat
- student's father's name
- any addresses where the student may be staying overseas
- potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family in the UK and overseas

Specific information

It is also useful to take information that only the student would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the student.

Professionals should also take details of any travel plans and people likely to accompany the student. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the student — a secret mobile telephone, for example, that will function abroad.

Forced marriage: what educators should NOT do

- treat such allegations merely as domestic issues and send the student back to the family home
- ignore what the student has told you or dismiss the need for immediate protection
- approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concern and may place the student in danger
- contact the family in advance of any enquires by the Police, Children's Services or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the student
- breach confidentiality except where necessary in order to ensure the student's safety
- attempt to be a mediator

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fmu@fco.gov.uk **Website:** www.fco.gov.uk/forcedmarriage

FMU publication: '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09*

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage' Government Office - November 2008* and Interagency Guidance on Forced Marriage on the WSCB website. January 2016

5(e) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a student's welfare. The DSL (and any deputies) will refer to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

We recognise that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

5(f) Honour based violence and Female Genital Mutilation (FGM) – a form of Human Rights Abuse (WCC Guidelines)

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

What is FGM?
FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

There are four known types of FGM, all of which have been found in the UK:

Type 1 – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)

Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.
FGM is sometimes known as 'female genital cutting' or female circumcision. Communities tend to use local names for this practice, including 'sunna'.

Why is FGM carried out?
It is believed that:

- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl's virginity/chastity.
- It is part of being a woman as a rite of passage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfills a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them 'a better Muslim'. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam.

Within which communities is FGM known to be practiced?
According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM.

UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leone, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this not to say that all families from the communities listed above practice FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parents to follow what is seen as a cultural or religious practice.

Is FGM harmful?
FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long term effects on physical and psychological health.
FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment.

Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some

communities the mother of the future husband and the girl's own mother will take the girl to be cut open before the wedding night.
Repeat urinal tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practice complete removal to ensure chastity.

Is it illegal?
FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK. The Female Genital Mutilation Act 2003 came into force in 2004:

The act makes it illegal to:

- Practice FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- aid and abet, counsel or procure the carrying out of FGM abroad.

The offence carries a penalty of up to 14 years in prison, and/or a fine.

Signs, symptoms and indicators

The following list of possible signs and indicators are not diagnostic, but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM.

Things that may point to FGM happening:

- a child talking about getting ready for a special ceremony
- a family arranging a long break abroad
- a child's family being from one of the 'at-risk' communities for FGM (see above)
- knowledge that an older sibling has undergone FGM
- a young person talks of going abroad to be 'cut', or get ready for marriage.

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

What should the College do?
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information
Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.105 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Where we have a concern about a student, we should contact Children's Social Care Services and the police. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – we should make a child protection referral.

College should not:

- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM may help to make parents feel stronger in resisting the pressure of others in the community.

What is breast ironing?

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

Why does breast ironing happen?
The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy

in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

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

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

Breast Ironing in the UK
Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as1000 girls at risk. Keeping Children Safe in Education (2020) mentions breast ironing on page 80, as part of the section on so-called 'honour-based' violence. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

What should we do?
Where College has a concern about a student, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- Contact the parents before seeking advice from children's social care;
- Make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM and Breast Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing.

The 'one chance' rule
In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater

risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

Mandatory Reporting Duty
Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through the disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation – procedural information (October 2015).

5(g) Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.
Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how students' experiences, can impact on their mental health, behaviour and education.
If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the designated safeguarding lead or a deputy.
The DSL is also the Designated Lead for Mental health and has received training for this, to advise and support staff and students. The tutorial programme also contains tutorials on promoting positive mental health and how to access support for mental health both inside and out of college

5(h) Modern Slavery

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

5(i) Peer on peer abuse (including sexual violence and sexual harassment)

We recognise that young people are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting

(also known as youth produced sexual imagery – **see Appendix 7**); initiation / hazing type violence and rituals. Abuse perpetrated by young people can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse, must not pass it off as 'banter', 'just having a laugh' or 'part of growing up'.

We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues. Staff will be given the skills to identify and manage harmful sexual behaviour. Staff should be aware that some groups are potentially more at risk, for example, girls, children with SEND and LGBT children.

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

What is sexual violence and sexual harassment? It is important that college staff are aware of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual “jokes” or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
It may include non-consensual sharing of sexual images and videos;
• sexualised online bullying;
• unwanted sexual comments and messages, including, on social media;
• sexual exploitation; coercion and threats; and upskirting.

Where abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a student discloses safeguarding allegations of a sexual nature against another student in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2020 and the DfE guidance ‘Sexual violence and sexual harassment between children in schools and colleges’.

Support for the victims of abuse will be in line with support outlined in the College’s Behaviour and Anti-Bullying policies. For victims of sexual abuse, the College should follow advice given by Children’s Social Care and consider using external agencies, such as Early Help of West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the College may need to consider providing measures to protect and support the victim, the alleged perpetrator and other students/or staff in the College by means of a risk assessment. The risk assessment should be recorded and kept under review.

Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Support for the victims of abuse will be in line with support outlined in the school’s Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by Children’s Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

5(j) Young people with families in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Initial cause for concern form

To be completed by the reporting member of staff or student. To be signed and dated by them and passed to the Designated Person for secure keeping

Student number: ***Staff name:*** ***Date and time:***
Facts – Who? What? Where? When? *In the case of disclosures, statements made in student's words where possible*
Observations (How did the student present? Any other observations?)
Agreed actions with the student (reassure the student, say who this be shared with)

Check that your statement is clear before signing it and passing it on to the Designated Person

Staff Signature: _____ Date: _____

WHAT TO DO IF …

… a student discloses abuse to you

- react calmly
- be aware of your non-verbal messages
- keep responses short, simple, quiet
- don't stop the student who is freely recalling significant events
- don't interrogate – observe and listen
- avoid comment on the alleged perpetrator
- never offer absolute confidentiality; advise at an early stage that information that a student may be at risk, may require that you must speak to someone else in College
- reassure them that they can be involved in such a discussion
- don't end the conversation abruptly, tell the student what will happen next
- do not discuss the case with other staff
- make a written note of what was said and what you observed
- **Follow procedures** as before

All staff should be familiar with the Safeguarding Policy which along with other materials is available on the repository

THE SAFEGUARDING TEAM

Designated Safeguarding Lead
Julie Ferman, SL for Student Well-being
(ext 614, j.ferman@wsfc.ac.uk

Deputy Designated Safeguarding Lead
Graham Williams, SL for Student Success
(ext. 612, g.williams@wsfc.ac.uk)

Deputy Designated Safeguarding Lead
Sara Payne Learning Support Manager
(ext 625, sara.payne@wsfc.ac.uk

Other members of the team
Carl Rusby, SL for Quality Assurances
(ext. 633 , carl.rusby@wsfc.ac.uk)

College Counsellor counsellors@wsfc.ac.uk

In the absence of all of the above, concerns should be directed to Ed Senior, Principal (ext 606, ed.senior@wsfc.ac.uk).

Governor with responsibility: Sean Devlin

If staff have serious concerns about the College they should refer to the Confidential Reporting Policy. A whistleblowing helpline is available to enable those working for the College to report concerns to an external agency in complete confidence. The helpline can be contacted by Freephone telephone **0800 197 2814**, by email to **blowingthewhistle@cic-eap.co.uk** or through the secure user anonymous website **www.blowingthewhistle.co.uk**.

HELP?

www.safeguardingworcestershire.org.uk
www.ceop.police.uk
www.nspcc.org.uk
ChildLine 0800 1111

WORCESTER SIXTH FORM COLLEGE

SAFEGUARDING

PROTECTION BRIEFING

SEPTEMBER 2020

PROTECTION

… is about activity undertaken to protect specific children/vulnerable adults who are suffering or are likely to suffer significant harm from abuse.

The aim is to make sure they are kept safe both at home and in the education setting.

WHAT IS ABUSE?

A person may be said to be abusing a child or young person if they inflict harm or fail to act to prevent harm. There are four types of abuse: **

- **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.
- **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), 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.
- **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 (e.g. 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 on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** 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. Once a child is born, neglect may involve a parent or carer failing to:
  - provide adequate food, clothing and shelter (including exclusion from home or abandonment)
  - protect a child from physical and emotional harm or danger
  - ensure adequate supervision (including the use of inadequate care-givers)
  - ensure access to appropriate medical care or treatment

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

** From: *'Working Together to Safeguard Children' (DCSF, March 2010)*

Extremist Ideologies: Through the Prevent Duty, we also have a legal responsibility to protect students from being drawn in to groups that promote hatred, discrimination and terrorism.

WHAT TO DO IF …

> … you suspect abuse or fear that a student is being drawn towards extremist ideologies

See the Designated Person for Safeguarding Referrals or one of the other team members (in their absence).

Identify and record with them, what observations, facts, or information have raised your concern. Notes about concerns can be recorded on an 'initial concerns form'. There are copies in each department office or in repository/safeguarding.

Initially this discussion could be on a 'no name' basis to assist you in assessing the concerns you have.

Alternatively you may meet the Designated Person with the student or you may have alerted the student to your need to speak to the Designated Person.

Together you will decide what action, if any, is required.

Consultation with the student will normally form a crucial part of the process.

The Designated Person for Safeguarding Referrals is responsible for:

- offering information, guidance and support to staff involved with child protection issues
- **making contact with outside agencies**
- keeping a log of issues raised in College

Thank you…

For your interest in helping the students and staff at the College by becoming a volunteer or regular visitor.

As a College we are committed to safeguarding and promoting the welfare of all our students and trust that you will contribute to this.

What is your responsibility?

All adults who come into contact with children, young people or vulnerable adults through their every-day work whether paid or voluntary have a duty to safeguard and promote their welfare. None of the above should be allowed to suffer abuse at home or in college.

No concerns should be left unreported.

We hope this leaflet will give you some guidance and support in your role. Please ask the person who gave it to you if you are unclear about anything in it; we are always happy to discuss the issue and answer questions. Please keep this somewhere safe for future reference.

Thank you for the time you have given to reading this and working with us.

The Protection Team

Designated Safeguarding Lead
Julie Ferman (SL for Student Well-being)
(ext. 614, j.ferman@wsfc.ac.uk)
Deputy Designated Safeguarding Lead
Graham Williams (SL for Student Success)
(ext. 612, g.williams@wsfc.ac.uk)
Deputy Designated Safeguarding Lead
Sara Payne Learning Support Manager
(ext 625, sara.payne@wsfc.ac.uk)
Other members of the team
Carl Rusby (SL for Quality Assurance
(ext. 633 carl.rusby@wsfc.ac.uk)
College Counsellors
(counsellors@wsfc.ac.uk)

In the absence of all of the above, concerns should be directed to Ed Senior, Principal (ext 606, ed.senior@wsfc.ac.uk).

Governor with responsibility: Sean Devlin

Help?

www.safeguardingworcestershire.org.uk

www.ceop.police.uk

www.nspcc.org.uk

ChildLine: 0800 1111

WORCESTER SIXTH FORM COLLEGE

Safeguarding

Briefing for Volunteers and Regular Visitors

SEPTEMBER 2020

Checks

Please ensure that you sign in at Visitors' Reception, wear your Visitor's badge and return it to Reception before you leave.

Please inform Personnel if you have become the subject of any criminal investigation, caution or conviction. This helps protect you as well as the young people in your care.

What to do if you are worried about a student?

If whilst working with a student you become concerned about their safety by their appearance, behaviour, comments and extremist views they or others make please

See the Designated Person for Safeguarding Referrals or one of the other protection team members in their absence. The Prevent Duty makes it a legal responsibility to pass on information about a student who you believe may be at risk of becoming involved in radical ideas and extremism

Identify and record with them, what observations, facts, or information have raised your concern.

Initially this discussion could be on a 'no name' basis to assist you in assessing the concerns you have.

Alternatively you may meet the Designated Person with the student or you may have alerted the student to your need to speak to the Designated Person.

Together you will decide what action, if any, is required.

Consultation with the student will normally form a crucial part of the process.

What will the Designated Person for Safeguarding Referrals do?

They are responsible for:

- offering information, guidance and support to staff involved
- making contact with outside agencies
- keeping a log of issues raised in College

What to do if the alleged abuser is a member of the College staff?

You should report this directly to Ed Senior, Principal. If the alleged abuser is the Principal, then please report to the Chair of Governors, Gill Slater, or if you are unable to contact him, Ruth Scotson, the Deputy Principal.

How to ensure your behaviour is appropriate

We ask all members of the College community to treat each other with courtesy and respect and to ensure the safety of others.

If you are unclear about your responsibilities, please speak to whoever is supervising your work.

What to do if a student discloses that s/he is, or has been, or might be harmed?

- react calmly, keep responses short, simple, quiet
- be aware of your non-verbal messages
- don't stop the student who is freely recalling significant events
- don't interrogate – observe and listen
- avoid comment on the alleged perpetrator
- never offer absolute confidentiality; advise at an early stage that information that a student may be at risk, may require that you must speak to someone else in College
- reassure them that they can be involved in such a discussion
- don't end the conversation abruptly, tell the student what will happen next
- do not discuss the case with other staff
- make a written note of what was said and what you observed
- **Follow procedures** as outlined earlier

Other General Information

Fire and emergency evacuation
If the fire alarm sounds (continuous ringing of the bell), your host will direct you to the nearest exit. Please leave the building immediately and assemble on the carpark to the rear of the building. You will be directed to report to a Fire Marshall.

Lockdown
In the event of an incident requiring lockdown (signalled by five intermittent rings of the bell), please follow the instruction of the member of staff accompanying you.

First Aid
Please ask at Visitors' Reception if you need assistance.

Accidents and Incidents
Please report these to Visitors' Reception.

Other General Information

No Smoking Policy
Visitors are not permitted to smoke on the College premises.

Access to the Internet
All users of the College system and Wi-Fi must comply with the Acceptable Use Policy which is available on request.

Visitors' Toilets
Located on the ground floor. Please ask at Reception for directions.

Parking and Disabled Access
Parking is available in our visitors' car park. There is ramp or flat access to all the main buildings. Other floors can be accessed via a lift.

Thank you for taking the time to read this information and supporting the College in ensuring the safety of our staff, students and visitors.

WORCESTER
SIXTH FORM COLLEGE

Safeguarding Advice for Visitors

PLEASE READ THE INFORMATION IN THIS LEAFLET

Welcome to Worcester Sixth Form College

Thank you for visiting the College. As a College we are committed to safeguarding and promoting the welfare of all our young people and everyone who visits our College has a responsibility to make sure that all our staff and students are safe.

We ask all members of the College community to treat each other with courtesy and respect and to ensure the safety of others.

We are committed to the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and expect all staff, students and those who visit the College to adhere to these values.

The College's Safeguarding Policy is available on our website (www.wsfc.ac.uk) or from reception on request.

Please take a few moments to read this leaflet which includes important information about your visit.

Keeping everyone safe

As a visitor to the College you must:

- Ensure that you sign in at Visitors' Reception, wear and clearly display your visitors' badge at all times and return it to reception when you leave;
- Comply with the agreed supervision arrangements throughout your visit. If you are working in a one to one situation with a student, we must have confirmation that all the necessary safeguarding checks have been carried out including the enhanced DBS check and a speaker declaration form should be completed;
- Comply with any reasonable instruction from the member of staff accompanying you during your visit;
- Ensure that any contact with students or staff is appropriate to the purpose of your visit. You must not have any physical contact with any student;
- Be mindful that any interactions with students or staff should adhere to the values to which the College is committed;
- Not use cameras or take photos unless prior permission has been sought.

Keeping everyone safe

If you witness anything during your visit which causes concern for the safety and wellbeing of students and staff, please bring it to the attention of the member of staff accompanying you immediately.

Alternatively, please contact:

Julie Ferman
Senior Leader for Student Wellbeing/Designated Safeguarding Lead
j.ferman@wsfc.ac.uk
01905 362614

or

Ed Senior
Principal
ed.senior@wsfc.ac.uk
01905 362606

Ladders
Contractors should provide appropriate ladders that are manufactured to BS2037 and they should be in good condition. Ladders that will conduct electricity must not be used where there is danger from overhead electrical conductors.

All ladders must be secured at the upper resting place or at the bottom. Ladders should rise at least 1 metre above the place of landing, unless there is a safe handhold. At the end of the day all ladders must either be removed from the site, locked away or left in a state that prevents access.

Tools & Equipment

- All tools, equipment and materials necessary for the work must be in a safe condition for use.
- Only training personnel are permitted to use or operate tools and equipment, and the tools must only be used for the purpose for which they were designed.
- Contractors are not permitted to use any College equipment or tools without prior permission from the Premises & Estates Manager.

Roof and Overhead Working
When working over 2 metres above floor level, necessary guarding, harnesses, safety nets etc must be provided.

Ensure scaffolding is erected and dismantled using safe working methods.

All equipment and materials must be correctly stacked and secured.

Other General Information

No Smoking Policy
Contractors are not permitted to smoke on the College premises.

Fire and emergency evacuation: If the fire alarm sounds (continuous ringing), your host will direct you to the nearest exit. Please leave the building immediately and assemble on the main carpark. You will be directed to report to a Fire Marshall.

If you discover a fire, sound the alarm from the nearest alarm point. Turn off all sources of heat and make safe all hazardous equipment.

Lockdown: In the event of an incident requiring lockdown (signalled by five intermittent rings of the bell), please follow the “Run, Hide, Tell” procedure which will be explained.

Access to the Internet: All users of the College system and Wi-Fi must comply with the Acceptable Use Policy which is available on request.

Visitors’ Toilets: Located on the ground floor. Ask at Reception for directions.

Parking and Disabled Access: Parking is available in our visitors’ car park. There is ramp or flat access to all the main buildings. Other floors can be accessed via a lift.

WORCESTER SIXTH FORM COLLEGE

Health, Safety & Safeguarding Guide for Contractors

PLEASE READ THE INFORMATION IN THIS LEAFLET BEFORE COMMENCING WORK

Thank you for visiting Worcester Sixth Form College. As a College we are committed to safeguarding and promoting the welfare of all our young people and everyone who visits our College has a responsibility to make sure that all our staff and students are safe.

We ask all members of the College community to treat each other with courtesy and respect and to ensure the safety of others.

We are committed to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and expect all staff, students and those who visit the College to adhere to these values.

The College's Safeguarding Policy is available on our website (www.wsfc.ac.uk) or from reception on request.

If you witness anything which causes concern for the safety and wellbeing of students and staff, please bring it to the attention of the Premises & Estates Manager. Alternatively, please contact Julie Ferman, Senior Leader for Student Wellbeing/DSL (j.ferman@wsfc.ac.uk, 01905 362614) or Ed Senior, Principal (ed.senior@wsfc.ac.uk, 01905 362606)

Contractors must:

- Sign in and out at Visitors' Reception;
- Wear and clearly display the issued contractor badge at all times;
- Comply with agreed supervision arrangements;
- Ensure that any contact with students or staff is appropriate to the purpose of your visit. You must not have any physical contact with any student. Be mindful that any interactions with students or staff should adhere to the values to which the College is committed;
- Not use cameras or take photos unless prior permission has been sought;
- Ensure that the work to be undertaken has been approved by the Premises & Estates Manager;
- Park in the visitors' car park and do not block any access points;
- Take necessary precautions to protect others;
- Be responsible for displaying warning signs in any area of work;
- Effectively control any dust, fumes or impurities that may cause harm to others;
- Ensure the working area is kept clean and tidy, do not block corridors, firefighting equipment and fire exits;
- Remove your own waste.

Accidents, Emergencies & First Aid
First Aid is the responsibility of the contractor but in the case of an emergency, a First Aider should be contacted via Reception. All accidents must be reported.

Permits to work
Permits to work are required prior to any work commencing. These are obtained from the Premises & Estates Manager for the following works: Electrical; General (including excavations); Hot works; Working in confined spaces; Working with hazardous materials; and Working at heights.

Asbestos
Asbestos Survey information on the location of any asbestos that may be disturbed, is available from the Premises & Estates Manager and will be discussed prior to work commencing.

Electricity

- All Electrical contractors must be NICEIC registered.
- Consent must be obtained before either making an electrical connection or terminating power.
- All materials used must be appropriate to British standards.
- All cables, plugs and sockets are to be of the correct type and rating and defect free.
- All equipment, plant and tools should comply with earthing requirements.
- Walls should be scanned prior to fixing becoming fitted.
- All portable electrical equipment must comply with statutory requirements set out in the Electricity at Work Act 1989.

Appendix 9

Procedures for Dealing with Allegations Against a Member of Staff

Introduction

In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

The College recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers.

The College has a Safeguarding Policy and a Disciplinary Procedure. These both apply in the case of child protection allegations against a member of staff. The Safeguarding Policy covers the way in which the welfare of the young person should be promoted. The Disciplinary Procedure covers how any investigations into the member of staff should be conducted and how the decision should be taken about any action against the member of staff.

The College's Safeguarding Policy contains an appendix of guidelines for staff advising them on particular contexts which might make them more vulnerable to allegations of abuse and on ways of carrying out their professional duties to minimise the possibility of an allegation being made.

The guidance set out in the document "*Keeping Children Safe in Education"* (Sept. 2020) should be followed, in particular, that contained in Part Four, "*Allegations of abuse made against teachers and other staff*". The procedures that follow are derived from that publication.

Reporting an Allegation

An allegation should be reported to the Principal immediately. In the absence of the Principal, it should be reported to the Deputy Principal. If this is not possible, or the allegation is about the Principal, it should be reported to the Chair of Governors, or, in her/his absence to the Designated Safeguarding Lead.

If it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children

The Principal (or alternate as outlined above) should report the allegation to the local authority designated officer (LADO) urgently when they appear to meet the criteria.

Initial consideration of the allegation and further action will be carried out in line with Keeping Children Safe in Education 2020, Part Four: Allegations of abuse made against teachers and other staff.

Note – re "Vulnerable Adults"

The procedures outlined above particularly apply where the student is a "child". If the student is a "vulnerable adult" (in accordance with the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012) the following difference exists:

A referral would be made to the Vulnerable Adult Access Centre to consider Worcestershire Safeguarding Adults Board Thresholds. If a criminal offence was suspected, the College would also notify the police.

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Record re Allegations or Complaint against a member of staff/volunteer

Entry completed by:		Who reported?	
Record initiated on:		When?	

Name and position of member of staff who is subject to allegation/complaint:	
Is the allegation/complaint written or verbal?	
Name of person making allegation/complaint If not a student, role in College or relationship to student	
Name of Student	
Date of Birth of Student	
Address of Student	
Date of alleged incident/s	
Did student attend on this/these dates?	
Nature of the complaint	
Other relevant information	
Senior Advisor for safeguarding contacted?	
Reasons for that:	

Outcome/Advise

Checklist	**Yes**	**No**
• Do you have details (either a written account or notes from a verbal account) of the alleged incident, signed and dated?	☐	☐
• Have you checked the incident could actually have taken place (i.e. was the student in the lesson; was the member of staff teaching the lesson that day)?	☐	☐
• Is there evidence of significant harm – e.g. a visible injury?	☐	☐
• Has a criminal offence taken place – e.g. has excessive force been used, that could be classed as an assault?	☐	☐
• Has the incident been reported to anyone else – e.g. Police?	☐	☐
• Were there any witnesses to the incident – if so have you Made a note of the names?	☐	☐
• Are parents aware of the allegation?	☐	☐
• Is the member of staff aware of the allegation?	☐	☐

Remember, do not attempt to investigate the allegation yourself.

Name and position:

Signature: Date:

Appendix 10

WORCESTER SIXTH FORM COLLEGE

CODE OF CONDUCT FOR STAFF

Introduction
All staff and others working at Worcester Sixth Form College are expected to maintain and generate confidence in the College and to support its good name in the community through the demonstration of high standards of personal conduct.

Learners, staff and everyone involved in the life of the College have the right to expect that they will be protected by the College's duty of care to them. This Code of Conduct seeks to provide a framework of acceptable standards that will ensure a working and learning environment where honesty, integrity and respect are constantly reflected in personal behaviour.

All of those working for the College are in a position of trust and are accountable for the way in which they exercise their professional responsibilities as educational workers and the obligations of this trust are considerable.

Purpose
The purpose of this Code of Conduct is to help you to be clear about the acceptable standards of behaviour expected of you while you are working for the College. Breaches will be taken seriously and may result in disciplinary action.

Whilst the Code of Conduct forms a part of the employment contract, some of the statements have an advisory dimension and should help to reduce the risk of allegations of misconduct, including improper or unprofessional conduct.

Scope
The Code of Conduct is not intended to provide an exhaustive list of dos and don'ts, rather its intention is to indicate the main areas of appropriate conduct and to illustrate the standards expected.

The Code of Conduct applies to all staff and workers employed by the College and to volunteers who work on its behalf. References to 'staff' are taken to include workers and volunteers as appropriate.

If you are unclear about any aspect of it or if you are not certain whether a particular aspect of conduct is acceptable you should seek guidance from your line manager, a senior member of staff or the Personnel section.

Standards of Personal Behaviour
All those who use the College are entitled to expect the highest standard of behaviour from staff and it is your duty to support the good name of the College in the community. You have a particular duty to ensure that your behaviour is appropriate when dealing with students or their parents or guardians.

1 Courtesy and respect

i) You should, under all circumstances, treat other employees, students and College users with courtesy and respect. You should refrain from using offensive language.

ii) You must not demean or undermine students or their parents, guardians or carers. The learning and well-being of students is at the centre of our professional and administrative practice. Similarly you must not demean or undermine the work of the College or your colleagues.

2 Additional employment or activities

i) You should not enter into any other employment or activity which would interfere with your duties at College. Teachers have a contractual duty to inform the College if they accept employment additional to their work at the College. Teaching staff are not permitted to provide any form of paid private tuition to students of the College, either individually or in groups, at any location, in order to prevent any perceived or real conflict of interest.

ii) The college welcomes its staff undertaking examination marking (where the exam board is one used by the College for the relevant subject) as it believes this is of benefit to students, as well as to staff's understanding and professional development. Staff can therefore mark on the college site, where this does not interfere with their College duties, with notification to their HoD and the express permission of the Principal. Staff who do so are reminded of the need to observe examination board rules regarding confidentiality and discretion when undertaking examination marking.

3 Reasonable requirements or instructions

You should, under all circumstances, comply with reasonable requirements or instructions given to you by College management and carry out your duties with integrity, care and diligence.

4 Equality and Diversity

The College is committed to advancing equality of opportunity, fostering good relations between different groups and accepting and valuing individual differences for all employees, students or other College users. You should not act in any way which is discriminatory towards individuals or groups including for reasons of age, disability, gender reassignment, marital status, pregnancy and maternity, race, religion or belief, sex or sexual orientation. You must adhere to the College's Equality Policy.

5 Exemplify Fundamental British values

You should exemplify Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs through your practice

6 Health and Safety

You should, under all circumstances, take reasonable steps to ensure the health, safety and welfare of yourself, other employees, students and College users. You must be clear when students are under your supervision as to what your responsibilities are. You must adhere to the Health, Safety and Wellbeing Policy.

7 Safeguarding and Prevent

You must take responsibility for, and be committed to, promoting and safeguarding the welfare of children, young persons and vulnerable adults whether responsible for, or in contact with, them. You must not ignore, initiate or encourage extremism. This includes the requirement to be alert to the risks of how students can be drawn into extremism and to pass any suspicions or relevant information to the Single Point of Contact, the Designated Safeguarding Lead, or, in her absence, any member of the College's Safeguarding Team. If you consider it appropriate for students to access or interact with potentially sensitive or extremist material as part of their studies, it is your responsibility

to seek the agreement of your Head of Department, conduct a risk assessment which identifies the potential risks and appropriate controls to promote student safety and submit the risk assessment and receive authorisation by the Deputy Principal for the activity or task in question. You must adhere to the Safeguarding Policy.

8 Identity badges

Whilst on site you must wear a College identity badge which is visible at all times and ensure that any visitor for whom you are responsible is signed in at Visitors' Reception, supervised appropriately and also wears a visible badge. It is also your responsibility to ensure volunteers or contractors meet the requirements to safeguard students if you are responsible for their work at the College.

9 Relationships with students

You must not enter into any form of sexual relationship with a student whether they are under 18 or an adult. It is an offence under the Sexual Offences Act 2003 for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. Any improper relationship is a breach of trust. Where a close personal relationship already exists with a student over 18 you have a responsibility to disclose this in confidence to your line manager or a suitable senior member of staff. Such a relationship should be conducted appropriately to avoid negative perceptions from other members of staff or students. Any disclosure might need to be shared, in confidence, and this would be discussed with you.

10 Safer working practices

In the matter of safer working practice, you should refer to the advisory Guidance for Safer Working Practices for those Working with Children and Young People available via the link www.saferrecruitmentconsortium.org In addition, some specific guidance for College staff is provided in the Safeguarding Policy at Appendix 12 and if you are in doubt you should seek advice about safer working practices from your line manager, a Head of Year or a member of SLT.

11 Relationships between members of staff

i) Close personal relationships with another member of staff could, in some circumstance, lead to a conflict of interest or accusations of bias or favouritism. This applies to romantic/sexual relationships, family relationships and business/financial/commercial relationships. Areas of potential risk include: where the two employees are members of the same team; where there is a line management relationship or one is a member of the senior leadership team; where one employee could be responsible for promotion, performance management or pay/grading decisions in relation to the other. If any of these situations applies, or if you have any queries about whether you should disclose the relationship, you must talk to the Principal or Personnel Officer in confidence. Any such disclosure will be treated by the College sensitively and in confidence. It is likely that some other members of staff will need to be informed. This will be on a strictly need-to-know basis and this will be discussed with you first.

ii) **Social Networking:** All staff are bound by the Acceptable Use Policy for Staff and must ensure that they follow the requirements regarding the use of Social Media contained therein and in particular must not invite students or accept invitations from them to become 'friends' on Facebook or other sites.

12 Confidentiality

Since much of the College's work is of a confidential nature you should not, under any circumstances, disclose information to anyone whom the College may consider has no right to receive it. The Freedom of Information Act does not entitle access to confidential information about individuals. You must adhere to the College's Freedom of Information and Data Protection policies GDPR.

13 Conduct outside work

Your conduct in your private life ie outside the workplace, including any secondary employment or holding a public appointment, is a matter of concern for the College where it damages the College's reputation, makes you unsuitable for educational work or renders your continuing employment unacceptable to your colleagues. In the event that any allegations of impropriety or misconduct are made against you in respect of your conduct outside the workplace, you will notify the College immediately. Offences relating to extremism, violence, dishonesty, substance abuse (including alcohol), sexual offences and possibly other offences must also be notified.

14 Misrepresentation

It is unacceptable professional conduct to misrepresent yourself, your colleagues or students with regard to qualifications, health, contractual duties or other behaviour which unfairly detracts from the position of others or confers personal advantage.

15 Harassment and Bullying

You should not, under any circumstances, engage in any form of harassment or bullying. The statement from the Staff Protection from Harassment and Bullying Policy states:

"The College will not tolerate any form of harassment or bullying and is committed to ensuring that employees are able to work confidently and without fear of harassment, bullying or victimisation. Therefore, if a complaint is made to the College, it will be investigated promptly and appropriate action will be taken in line with the College's policy. Where an employee is found to have committed a serious act of bullying or harassment this will be dealt with under the disciplinary procedure and may be viewed as gross misconduct, which could result in summary dismissal."

You must adhere to the Staff Protection from Harassment and Bullying Policy.

16 Attendance and duties

i) You may only be absent from work when that absence is authorised or if you are ill. Absence would normally be in accordance with the College's sickness and ill health management, special leave and/or staff development policies.

ii) You should always intend and plan to arrive for duty on time and fulfil your work obligations at the times specified.

17 Misuse of drugs and alcohol

At all times, when expected to carry out your duties, you should ensure that you are not under the influence of alcohol, illegal drugs or other substances which could prevent you from doing so competently.

18 Smoking

You should not, under any circumstances, smoke in the College buildings or grounds except in the area designated for this purpose (refer to the staff smoking policy).

19 College property

You should at all times treat College property with care and respect, ensuring its security and that of any College or student money for which you are responsible.

20 Gifts and hospitality

Whilst minor gifts or hospitality may be considered as part of the courtesies of working life you should be cautious about all gifts and hospitality. Where a situation arises where you are uncertain of whether it would be appropriate to accept an offer of a gift or hospitality, the offer should be declined or advice should be sought from the Principal. You should ensure that you do not subsequently treat the person who sent the gift more favourably than other customers, students or suppliers. The 'Staff Register of Gifts and Hospitality', held by the Principal's PA, must be completed in respect of any item that might be considered to have greater than very small intrinsic value.

21 External agencies

You must deal with complete integrity with regard to any external agency working with the College and particularly so with regard to the management and administration of examinations and assessment procedures. It is unacceptable professional conduct to fail to comply with the requirements of statutory bodies relating to the examination, assessment and evaluation of student achievement and attainment.

22 Dress code

As teachers and educational workers we act as role models for students and we represent the College to the public whose support we rely on. Staff are therefore requested to dress appropriately for their work in a way that enhances the reputation of the College rather than detracts from it and should ensure that they dress in a manner which is functional and suitable for a working environment. Clothing or accessories that are distracting, offensive or that prevent effective communication are not acceptable.

References:

Points 9 and 11: Relationships at Work: Guidelines for College Policies, September 2010; Association of Colleges

Reviewed: September 2019

Guidance for Staff on Safer Working Practices

It is recognised that most adults who work with students act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for students in their care. Achieving these aims is not always straightforward, as much relies on student and staff interactions where tensions and misunderstandings can occur. This document aims to reduce the risk of these misunderstandings and is a supplement to the **Code of Conduct for Staff.**

There will be occasions and circumstances in which staff have to make decisions or take action in the best interest of a student which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the student in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a line manager. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

Working with Students Alone: You should avoid this if you feel the student is likely to put you at risk. You may wish to ask another member of staff to be present and you should ensure that there is visual access and/or an open door in one to one situations. Always report any situation where a student becomes distressed or angry. All work with students and parents should usually be undertaken in College or at another recognised workplace and any home visit in response to an urgent or specific situation should be agreed with the member of staff's line manager. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote locations. Visits should not be made alone and staff should have access to a mobile telephone and emergency contact.

Transporting Students: You do not have an obligation to transport students in your own vehicle. It you do, you should ensure that you have the appropriate insurance that permits business use. If the arrangement is planned, it forms part of the **College's Outdoor / Off Site Activities Policy** and appropriate risk assessments are required. In the case of an emergency or when failure to do so would put the student at risk, you should report the nature of the journey, the route and expected time of arrival to your line manager or other member of staff as soon as possible. You may decide you would prefer another member of staff to accompany you or to ask the student to sit in the rear seat of the car.

Trips and Visits: Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Please consult the College's Outdoor / Off Site Activities Policy for specific guidance. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/student ratio and suitable gender mix of staff.

Social Networking: All staff are bound by the **Acceptable Use Policy for Staff** and you must ensure that you follow its requirements regarding the use of Social Media and in particular you must not invite students or accept invitations from them to become 'friends' on Facebook or other sites. You must ensure that your communications are open and transparent and you should avoid any communications that could be interpreted as 'grooming behaviour'.

Other Social Interaction: Staff should avoid arranging to meet students socially where their motives are unclear. You should also inform your line manager if you have any regular social contact with a student outside of College.

Photography: Under no circumstances should you be expected to use your own personal equipment to take images of students at or on behalf of the College. You should also follow College's procedures to obtain the consent of students for any photographs and images that are used in displays or for publicity purposes.

Language: All staff should avoid using personal or suggestive language that might give rise to offence or be misinterpreted. Care should be taken not to invade a student's personal space.

Dress code: As teachers and educational workers we act as role models for students and we represent the College to the public on whose support we rely. Staff should ensure that they dress in a manner which is functional and suitable for a working environment. Clothing or accessories that are distracting, offensive or that prevent effective communication are not acceptable.

Infatuations: it is not uncommon for students to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. The member of staff should make every effort to ensure that their own behaviour cannot be brought into question and does not appear to encourage this. Any member of staff who becomes aware that a student has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to their line manager.

Physical Contact: Staff should only touch students if it is clearly necessary to demonstrate or guide. Always explain to a student the reason why contact is necessary and what form that contact will take. Even innocent actions can be misconstrued. Staff should be aware of gender cultural or religious issues that may need to be considered prior to initiating physical contact and also that different students react in different ways to physical contact.

Personal / Intimate Care: This should be provided only by named individuals who have undergone training and who have agreed specific care arrangements with a student and their parent / guardian. In the event that an Adult student requires personal care Personnel must be notified and a suitable Barred List check carried out in addition to the DBS check.

Restraint: Reasonable force can legally be used to control or restrain a student but it should be the last resort. If restraint of a student is required, only the minimum necessary force should be used to prevent harm to the student, others or property. If dealing with students with behavioural difficulties, it is wise to obtain advice beforehand. Where restraint has been used, you should report it to a member of the Senior Leadership Team.

Whistleblowing: This is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. For further details please consult the College's Confidential Reporting policy in Repository.

If you are in doubt you should seek advice about safer working practices from your line manager, a Head of Year or a member of SLT

References: **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (revised 2015)**

Guideline for Managing Bereavement and Traumatic Incidents

Introduction

Worcester Sixth Form College believes in adopting a holistic approach to the support and care of its students. When a bereavement occurs it can effect many people who knew the individual not just the family. To this end the whole community, both inside and outside the College, should be given access to appropriate support and advice if required.

The Aim

These Guidelines are intended to reflect the positive ethos our caring community wishes to nurture.

The intention should be to ensure that all students and all members of staff faced with bereavement are provided access to appropriate support.

This support should include the opportunity for them to express their feelings in a safe environment, to be given space and time to come to terms with the loss and access to specialist advice if necessary. Furthermore, the reaction of the individual and community at large should be monitored over time.

Procedures

Once the situation occurs concerning a bereavement the following steps should be taken:

- Contact should be made with the family to ascertain the facts and offer support.
- Staff will be informed and decisions taken concerning the best way to inform students and implement the internal mechanisms for support that are required.
- Students will be informed in the agreed manner.
- Other agencies will be informed if appropriate.
- If appropriate, a press statement will be prepared and a strategy for dealing with the media agreed with the family.
- Discussions will take place concerning attendance at the funeral and any memorial service agreed with the family.
- Basis information will be recorded for purposes of review.

Responsibilities

The management of bereavement is a whole College issue but there are clear lines of accountability. The following summarises the main areas of responsibility:

The Principal/Senior Leadership Team - will co-ordinate and respond to any enquires made by the media.

Tutor/Head of Year - to be the first point of contact for the family.

All Staff - to offer support as appropriate to students in the wider College community.

The College Counsellor - to offer support and a safe environment to all students and all staff who wish to share their grief. To advise the Senior Leadership Team as required.

Senior Leadership - to seek support/advice from Faith Support representative (e.g. Chaplains, WASP) as appropriate

Training

Key staff should have the opportunity to undertake relevant training in the management of bereavement.

Monitoring and Evaluation

The effectiveness of these Guidelines will be regularly monitored and evaluated by the Senior Leadership Team. The methods adopted are likely to include:

- Obtaining feedback from students and parents affected by bereavement.
- Setting up and obtaining focus groups of staff and pupils.
- Feedback from Tutors involved in supporting a bereavement situation.
- Discussion with relevant personnel.
- Discussions with external agencies involved (as appropriate).

Breaking the news of the death of a member of the College community

A death may be expected or unanticipated. It is important to get accurate information to the people who need it, when they need it. Otherwise there will be considerable confusion as well as shock and upset. Consideration of the following points can help to lessen the possibilities of a tragedy becoming a crisis:

- Put into action Worcester Sixth Form College Bereavement Policy.
- Allow opportunity for people to express their feelings if they want to. Respect those who may not want to do this.
- Give accurate and appropriate information. Even if the news is difficult it is best to give it. Both students and staff will cope better if they have accurate information. A lack of information may lead to rumours developing.
- Give information about what will be happening in the future. Are there planned memorial events or other consequences? This information eases anxiety about what will happen next.
- Liaison with the family is important. As well as expressing sympathy it is important to know the wishes of the family at this time.
- Liaison with other agencies may also be necessary; College Support Services, Health Agencies, Religious Leaders.
- Staff may also need support and to be given the opportunity to express their feelings. It is essential that staff are supported in a way that is appropriate for them.
- After talking to the class as a whole, follow up with individuals later. Check if there is anybody who is not there who needs to know. Are any students absent?
- Try to identify any students who may be particularly vulnerable, need special attention, or who may have experienced previous losses and find their grief reawakened.
- If any staff or students were particularly close to the deceased, they should be given the opportunity to be particularly involved in the process. For example, close friends might wish to choose a song or need a poem at the funeral or memorial service.
- Let students know who may be available to listen and talk, where and when.
- Individuals should be allowed to express their feelings in a manner that is helpful to them. Loss is painful and part of adapting to the loss will, for many, involve experiencing that pain. Some students may find it difficult to act appropriately which may be a reflection of their anxiety or uncertainty.
- Each student's reaction will be different. There is no right or wrong way to grieve. However, staff should look for extreme reactions or signs that there may be particular problems with an individual.

Creating a safe environment for expressing emotions

Staff might try to create a mutually supportive atmosphere within the class or Tutor Groups such that students feel able to ask questions and express any feelings that they feel able to share. They should also acknowledge that people will feel different things. Some may be sad, others confused or appear indifferent. Whatever those feelings are, they are acceptable and valued. Crying is an appropriate reaction and no-one need be discouraged from this, though it is important for all to have a sense of dignity and some may need their own space to do this. Staff might set the tone by talking about their own feelings or setting guidelines. It's important to listen to each other. Students may look to staff to learn how to react to situations. Tutors can show that strong feelings need not be overwhelming by 'modelling' genuinely felt emotions when breaking bad news, however they should be clear, direct and honest, stay calm and not panic. It is usually more helpful to use terms like 'died' and 'dead' rather the euphemisms for death, and to give facts and encourage questions. Staff should always present the facts however difficult these may be to accept. If the truth is hidden it can lead to rumours which can be inaccurate and unhelpful.

It can be helpful to talk about what is going to happen next because it helps to know what to expect and thus prepare for whatever may happen.

Traumatic incidents

A traumatic incident presents particular issues but the guidelines here still apply. Often teachers underestimate what they can do and asking for specialist help too early can, in fact, leave staff feeling less able to cope, however it may be useful to work with other agencies on a consultation basis. The most important consideration may be whether a student wishes to have counselling or not.

Involvement with the funeral

Any involvement of students in the funeral ceremony is, of course, a decision for the family. Funerals play an important part in helping to acknowledge the reality of the death and to face up to the pain of the loss. Individual religious beliefs should also be accepted and it may be appropriate to involve Ministers from the relevant bodies.

If the death affects such a significant part of the College community that it cannot be accommodated at the funeral, then it may be appropriate to hold a memorial service, a simple act of remembrance such as planting of a tree or writing of poems. Spontaneous ideas from students and staff may also emerge.

Meeting the needs of grieving students - some helpful advice

- Present accurate information.
- Encourage involvement in daily activities.
- Have fears and anxieties addressed.
- Do not presume to know what the student is feeling.
- Offer reassurance.
- Offer opportunities to remember.
- Value feelings.
- Help when feelings become overwhelming.
- Continue to monitor individuals.
- In essence talking and listening are both key activities.
- Remember, do not impose on students and respect their need for privacy.
- Be vigilant in looking for opportunities for the student to share their feelings.

Ways of remembering - some helpful advice

Remembering and commemoration are essential parts of the process of grieving, not just immediately but also in the longer term.

The following ideas may be useful, however, the best ideas may come from those who knew the person best:

- Set a special noticeboard for people to express feelings through drawings, letters or poems.
- Hold a special memorial service. Students can be involved in the choice of music, readings or stores told. The planning of such events can be as therapeutic as the event itself.
- The planting of a tree, placing of a bench or marking a particular spot in memory of that person.

Suicide

The Suicide of a member of the College

The act of suicide presents particular challenges to colleges. A suicide, especially by a young person, evokes strong feelings which may range through shame, guilt, anger particularly if there are concerns that it could have been prevented. A suicide is a tragic and deeply unsettling loss, however in many ways it is no different from any other type of death. However, the process of adaption may be complicated.

Death by suicide should be considered and managed no differently from other losses that affect college life and the guidelines previously suggested apply equally to death by suicide.

Particular attention should be given to attitudes of staff who may be talking through the circumstances with young people. It is important to gently challenge any beliefs that anybody was to blame or the death prevented.

Dealing with the media

It is important that a senior member of staff, probably experienced in such matters, responds to any contact made by the media.

When specialised help may be needed

Indications for this might be, if a student:

- Appears anxious, is frequently crying, losing confidence or isolated from peers.
- Is unable to accept the reality of the loss, for instance, talking as if the dead person is still alive.
- Finds it difficult to talk about the dead person.
- Seems unable to overcome their grief.
- Is constantly unhappy and shows no sign of any enjoyment in activities previously enjoyed.
- Displays aggressive behaviour or has other behavioural problems.
- Blames him or herself for the death.
- Has poor attendance.
- Appears to lose self esteem

Sources of help

There are a number of external agencies who are able to offer advice, assessment or counselling to any student who might require specialist help. These are detailed on the College's Early Help offer on the website. College can also signpost to:

- College Counsellor
- National Health Service. Within the Health Service, General Practitioners, Clinical Psychologists, Psychiatrists and Psychiatric Nurses can provide counselling and family support.
- Hospices often provide services to the bereaved.
- Social Services.

Working together and ensuring good communication is essential for effective joint working.

Support for Staff

Dealing with grief is emotionally demanding. There is often a strong desire to try and make things better. However, working with grief is not about taking the pain away but believing that working through the emotions of grief is the way to adapt to the loss. However, helping students who are dealing with these emotions will place stress on the staff in the following ways:

- They may well be grieving themselves, especially if they knew the deceased.
- The loss may reawaken previous losses or bereavement.
- They may not feel comfortable with talking about emotions.
- The emotional demands are stressful and, in themselves, may be sufficient for staff to need support. However, if they coincide with other difficulties, staff may feel over burdened.
- If staff are managing a situation they may not give full attention to their own needs and feelings.
- There may be a strong identification with the student or family.

Staff often find it difficult to ask for extra support for themselves. Some fear it may be perceived as a sign of weakness or inability to cope. Support should be offered as a matter of course for all those dealing with bereavement. Start by asking people what they think they need for themselves.

It is important to watch for any tell-tale signs. The College counsellor should be available for staff to access. It is useful to recognise and acknowledge the difficulties of working with bereavement and to ensure staff look after their own needs and do not feel guilty about continuing to lead their own lives.

One of the most effective ways of helping is taking time to talk things through as much as possible with individuals and in staff groups. Other strategies may include a staff session on stress management techniques or bringing people experienced in working in this area to talk about coping strategies. Staff will benefit from feeling that their needs are being heard and understood.

Multi-Cultural Issues

Issues of ethnic and cultural identify are extremely important to consider in bereavement. The grieving process is largely determined by family, community, race and culture, which will also include both spiritual values and beliefs. The following needs to be considered:

- Do not be afraid to admit you may not know or fully understand the values and customs of other communities. It can be helpful to say you do not know and to ask for help. Useful

questions can be; “Am I understanding you correctly?” “Can you tell me if I say the wrong things?” “Is there anything that it would be useful for me to know?” and so on.

- Find out what the rituals and customs are immediately following the death.
- Avoid ‘colour blindness’, that is, ignoring the differences in customs and beliefs of different cultures.
- Distress and upset is shown in different cultures in different ways. For instance, in some cultures, mind and body are seen as indivisible and distress may be expressed through physical symptoms.

Some ethnic minority groups in society do not always get equal access to services and therefore to all the help they may need. Any member of staff involved should advise the family that help is available from external agencies.

Appendix 13

V1: Visitor Form (Infrequent contact)

WORCESTER SIXTH FORM COLLEGE

Risk assessment for Visitors and others who are <u>not</u> employees of the College and who will <u>not</u> carry out Regulated Activity*

TO BE UNDERTAKEN AND RETURNED TO <u>VISITOR RECEPTION</u> IN ADVANCE OF VISITS OR APPOINTMENTS

Department:……..… Workplace area:…….……

Name of visitor(s):……..……

Organisation: ……..…. Name of College contact: ..……..…

Assessment	
1	**Is the visitor in College for contact which is frequent and/or intensive and gives the person the opportunity, in carrying out their work, to have contact with children?** YES/NO If YES – complete V2 instead: Volunteer & Worker Form (Frequent contact)
2	**Is the visitor coming into College as a guest speaker to students?** YES/NO If YES please send a copy of the External Speaker Declaration to the guest speaker to complete and return. Complete risk assessment overleaf and pass **all** paperwork to Ian Birth for approval **at least one week in advance**.
3	**Date**
4	**Time**
5	**Duration**
6	**Reason for arrangement**
7	**Who will supervise?**
8	**Nature of supervision**

*** Activity is 'Regulated Activity' in relation to children when:**

- **carried out frequently (once a week or more), or on 4 or more days in a 30 day period**
- **carried out by the same person engaging in work for or in connection with the purposes of the College; and**
- **it gives the person the opportunity, in carrying out their work, to have contact with children**

Signed:…… Date: ……

Person responsible for visit or HoD/Line Manager

Either print and sign or send by email from HoD/LM or designated person responsible for visit

SAFEGUARDING RISK ASSESSMENT FOR GUEST SPEAKERS VISITING COLLEGE

Potential Hazards and Identification of Risk (Event/Group Members)	Control Measures	Residual Risk Rating Acceptable/Unacceptable
1. Guest speaker could say something inappropriate to students.	i. External Speaker Declaration will be completed before the visitor speaks to students. ii. Member of staff will be present at all times to ensure this does not happen: YES/NO (please circle)	Acceptable
2.		

Will your visitor's input help your department meet the Careers Gatsby Benchmarks? Yes/No

If Yes, please provide details of how the role of the presenter and/or the nature of the activity will help students to:-

Understand more about how their subject(s) helps to gain entry to a wide range of careers? (Gatsby Benchmark 4)

.....

Learn from the employer(s) about work, employment and skills that are valued in the workplace? (Gatsby Benchmark 5)

……

Have a meaningful encounter with a learning and training provider that may form the next part of their career? (Gatsby Benchmark 7)

.....

Please pass to Julie Ferman together with the completed External Speaker Declaration (if already completed).

Signed: ……. **Date:** ……

Julie Ferman, Designated Safeguarding Lead

External Speaker Declaration

Worcester Sixth Form College has both a legal and moral responsibility to ensure that our students are not exposed to views that conflict or undermine fundamental British values including those which might incite others to unlawfully discriminate against racial or gender groups or encourage students to commit acts of violence.

For these reasons we ask that you read the statements below and sign the declaration at the bottom of this page. All visiting speakers to the College are asked to complete this declaration and we trust that you understand and accept that we are acting in the best interests of our students and that we are not making any kind of unfavourable judgement about visiting speakers or their views and opinions.

Please read the declaration below. Please indicate your response to each statement and sign at the bottom.

1. I confirm that I will not incite an audience to violence, breach of the peace or racial hatred, and I understand that such words or actions are contrary to public order laws and as such will not be regarded as lawful speech.

   Yes/No

2. I confirm that I will respect the rights and freedom of others as protected by the law (for example, I must not make statements which are actionable for defamation). I will respect the freedom of speech of others and will ensure that no groups face unlawful discrimination as a result of my words or actions.

   Yes/No

3. I confirm my support for fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. I fully understand that freedom of speech does not extend to individuals or organisations not committed to these values.

   Yes/No

   Signed: ……

   Name: ……

   Date: ……

SAFEGUARDING EMERGENCY CONTACTS

If there is a concern regarding the safety of a student and the Safeguarding Team and SLT are unavailable, please consider the following…

If it is an emergency where you feel a student is in imminent danger call…	Police 999
If you feel there is a risk to a student in a family situation call… You could ask them to carry out a 'safe and well' check	West Mercia Police 101 (non-emergency 24 hour)
Education Safeguarding Support Services **Ofsted**	01905 846371 0300 123 1231
If you think a referral to Children's Services Social Care is needed call - **Family Front Door (Children's Social Care)** • **01905 822666** Weekdays 9.00 to 17.00 (Fridays 16.30) • **01905 768020** (evenings and weekends) To submit an online Cause for Concern notification log onto: **http://www.worcestershire.gov.uk/childrenssocialcare**	01905 843775 Community Social Worker Jo Scattergood 07931 632494 jscattergoodorcestershire.gov.uk
For guidance on what to do, call…	NSPCC Helpline 0808 800 5000
If you have an urgent concern relating to **PREVENT**	DS Phil Colley 01386 591835 / 07736 084701 DC Gary Shepheard 01386 591816 / 07772 904013 DC Jemma Greenhow 01386 591825 / 07890 746662

If you need to contact a LADO (Jon Hancock)	Direct number is Sue Taylor 01905 846221, who will put you through to the LADO on duty Kevin Mills Telephone: 01905 845563 Bev Fain Telephone: 01905 843861 Jo Gandy Telephone: 01905 843774 Kenny Edgar Telephone: 01905 846747 Emma Arnold Telephone: 01905 843113 Jon Hancock jhancock22@worcestershire.gov.uk Telephone: 01905 843311

If you need support with what you are dealing with, as well as calling the number above, please discuss this with your Line

Please remember it is always better to consult, even if in the end it is agreed nothing needs doing, than to hold information and do nothing with it.