



**SPRINGWELL**  
COMMUNITY  
COLLEGE

# CHILD PROTECTION POLICY

**Date of Issue:** September 2021

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**SPRINGWELL** COMMUNITY COLLEGE | Ambition | Commitment | Kindness



## **Springwell is an exceptional community college where everyone is inspired to achieve.**

Our ethos is:

- **Ambition:** We maximise our potential through striving for excellence.
- **Commitment:** We strive towards our goals with great effort and we recognise the value of working together.
- **Kindness:** We treat each other as we expect to be treated ourselves and look after our college, our community and the environment.

### **Our Policy**

There are 8 main elements to our policy, which are described in the following sections:

- Introduction and principles.
- Roles and responsibilities for safeguarding.
- The types of abuse that are covered by the policy including the signs of abuse that all staff/anyone who has contact with a child or young person should look out for.
- How to report a concern, who to go to within college and the procedures and processes that should be followed including support provided for children.
- How the college will ensure that all staff, Governors, volunteers and anyone that has contact with a child or young person are appropriately trained this includes regular updates and undertaking annual whole college training in safeguarding.
- Recruitment and how staff, Governors and volunteers are checked for their suitability to work with the college.
- How the policy will be managed and have its delivery overseen.
- Specific and detailed information on local/national and contextual safeguarding concerns.



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## 1. Introduction

Springwell Community College fully recognises its responsibilities for Child Protection and Safeguarding, this policy sets out how the college will deliver these responsibilities.

- This is an overarching policy.
- Child/student as written in this policy is a child until 18.
- Child/student as written in this policy is a child of statutory school age.
- Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and volunteers, and extends to all supply/agencies/visitors been used by the college for duties in the college.

The policy is one of a series in the college's integrated safeguarding portfolio. Our core safeguarding principles are:

- The college's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make successful learners.
- Representatives of the whole college community of students, parents and carers, staff and Governors will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (updated 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

<http://www.workingtogetheronline.org>

'Keeping Children Safe in Education' (1 September 2021), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. A paper copy is available on request.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

'What to Do if Worried a child is being Abused: Advice for Practitioners'. March 2015. The guidance is available via the following link:

["Information Sharing: Advice for practitioners"](#)

'Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers', July 2018. The guidance is available via the following link:

["The Prevent Duty"](#)

["The Prevent Duty Departmental, advice for Schools and Child Care providers" June 2015. The guidance is available via the following link:](#)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>



[Sexual Violence and Harassment](#) between children in schools and colleges, Sept 2021.  
[The Role of the Designated Teacher](#) for Looked After and Previously Looked after children, Feb 2018.

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Partnership Board (formally Derbyshire Safeguarding Children Board, DSCB):

<http://derbyshirescbs.proceduresonline.com/index.htm>.

We have adopted the following policies and guidance on offer by Derbyshire's Education safeguarding services:

- Children Missing from Education (CME)
- Private Fostering

In accordance with the above procedures, the college carries out an annual audit (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) of its safeguarding provision and sends a copy to Derbyshire Education safeguarding services and Local Safeguarding Partnership as required by the guidance 'Working Together to Safeguard Children' (updated 2019).

### **Multi-Agency Partnership Arrangements**

Springwell Community College will continue to work in partnership with the Derby City and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements under the new local safeguarding partnership arrangements. It is expected that the Derby and Derbyshire safeguarding partnership will name local schools and colleges as relevant agencies and as such we will be under a statutory duty to co-operate with the published arrangements.

### **1a Child Protection Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect. We follow our procedures to ensure that children receive effective support. The procedures contained in this portfolio apply to staff and Governors and are consistent with those of the Derbyshire Safeguarding Partnership (Appendix 1).

We will ensure parents and carers are made familiar with our principles in Safeguarding, who along with the local community, including making public on our website and promoting their participation in any policy, procedure or initiative which contributes to the safety of children in the local community.

**The following statement is visible to parents and carers on our website.**

***Safeguarding Students:*** *Parents and carers should be aware that the college will take any reasonable action to ensure the safety of its students. In cases where the college has reason to be concerned that a student may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Derbyshire Safeguarding Partnership procedures and inform Social Care of their concern.*

### **1b Our Principles**

Safeguarding arrangements at Springwell Community College are underpinned by five key principles:

- Safeguarding is everyone's responsibility: all staff, Governors and volunteers should play their full part in keeping children safe;
- We will aim to protect children using national, local and the college child protection procedures and the latest Working Together guidance.



- That all staff, Governors and volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and volunteers should feel confident that they can report all matters of Safeguarding in the college where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

We will ensure that all staff, Governors, volunteers and anyone who has contact with a child or young person are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an ethos whereby all feel able to raise concerns, along with being supported in their safeguarding role.

Training for all staff takes place at least annually, more frequently if required, with safeguarding updates delivered through staff briefing sessions throughout the year.

Upon appointment all new staff, Governors and volunteers will undertake safeguarding training with a DSL prior to interacting with children and young people.

### **1c Good Practice Guidelines**

To meet and maintain our responsibilities towards students we need to agree standards of good practice.

Good practice includes:

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the college's Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing
- Asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE/Drama or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- Understanding the 'Abuse of Trust' statement
- Signing and agreeing to the Code of Ethical Practice statement (Appendix 2)
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the college's development through opportunities such as Students Matter.
- The building, including its surroundings, are safe and one where children can feel safe.
- Having clear protocols on reception for visitors and contractors with procedures in place to ensure that appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.



## 2. Key Personnel

- The Senior Designated Safeguarding Lead (DSL) for Child Protection is:  
Miss Helen Staton, Deputy Headteacher  
[helen.staton@springwell.ttct.co.uk](mailto:helen.staton@springwell.ttct.co.uk)  
01246 473873  
or via [julia.rodgers@springwell.ttct.co.uk](mailto:julia.rodgers@springwell.ttct.co.uk)  
01246 473873
- The Deputy Designated Safeguarding Leads (DDSL) for Child Protection are:  
Miss Ness Fazil, Student Progress Leader  
[ness.fazil@springwell.ttct.co.uk](mailto:ness.fazil@springwell.ttct.co.uk)  
01246 473873  
Mrs Carole Selby, Student Progress Leader  
[carole.selby@springwell.ttct.co.uk](mailto:carole.selby@springwell.ttct.co.uk)  
01246 473873
- The Designated Teacher for Looked After Children is:  
Miss Helen Staton, Deputy Headteacher  
[helen.staton@springwell.ttct.co.uk](mailto:helen.staton@springwell.ttct.co.uk)  
01246 473873
- The Designated Link Governor for Safeguarding, Anti-Bullying and Looked After Children is:  
Ms Sally Wheatley  
[sally.wheatley@springwell.ttct.co.uk](mailto:sally.wheatley@springwell.ttct.co.uk)
- Other Pastoral members who take responsibility for safeguarding are Student Progress Leaders:  
Mr Mark Walker [mark.walker@springwell.ttct.co.uk](mailto:mark.walker@springwell.ttct.co.uk)  
Miss Rae McAlpine [rae.mcalpine@springwell.ttct.co.uk](mailto:rae.mcalpine@springwell.ttct.co.uk)  
Miss Caroline Hoyle [caroline.hoyle@springwell.ttct.co.uk](mailto:caroline.hoyle@springwell.ttct.co.uk)
- The Designated Teacher for SEND is:  
Mrs Mary Thompson  
[mary.thompson@springwell.ttct.co.uk](mailto:mary.thompson@springwell.ttct.co.uk)  
01246 473873
- The Headteacher is:  
Mr Ian Wingfield  
[ian.wingfield@springwell.ttct.co.uk](mailto:ian.wingfield@springwell.ttct.co.uk)



### 3. Child Protection Procedures

We recognise that because of the day-to-day contact with students, college staff are well placed to observe the outward signs of abuse. The college will therefore:

- Establish and maintain an environment and culture where students feel secure, are encouraged to talk and are listened to.
- Listen to, and seek out, the views, wishes and feelings of children and can demonstrate this in our practice.
- Ensure students know that there are adults in the college whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse.
- Agree to, and sign, the Code of Ethical Practice statement (Appendix 2).
- Ensure that all staff, Governors and volunteers are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns, along with being supported in their safeguarding role.
- Ensure all stakeholders know who the College Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEN/D and Anti- Bullying; including who the college link Governor is for Child Protection and Safeguarding.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the college development (use of student leadership).
- That the building; including its surroundings, are safe and one where children can feel safe.
- Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- That parents and carers know about our principles in safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record. All visitors will be asked to read the Child Protection information sheet.
- We will ensure that there is a Staff Code of Conduct, ensuring all staff/anyone who has contact with a child are familiar with Safer Working Practices. This also includes advice on conduct, safe use of mobile phones and guidance on personal/professional boundaries in emailing, messaging or participating in social networking environments.
- We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and/or legal advice.
- We recognise the host families, homestays/exchange visits abroad need to provide safe provision and exchanges. We will have a system in place ensuring the suitability of adults in families when arranging hosting and exchanging should such opportunities be considered.
- We recognise that where Springwell Community College places a student we are responsible for the safeguarding of that student and will check and review those arrangements to reassure ourselves that the safeguarding, safety and well-being of the student is suitable. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement.



## Recognising Abuse

In relation to children safeguarding and promoting their welfare is 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.

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute emerging needs, abuse and neglect.

## Children with Emerging Needs and who may require Early Help

Springwell will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection, and in line with national and local policies and procedures. The college will refer to and use the Safeguarding Policies and Procedures as set out by the Derby City and Derbyshire Safeguarding Children Partnership.

The Derby City and Derbyshire Safeguarding Children Partnership Threshold Document is available to this college and all partners. This assists the college with identifying a level of need for a child and their family with meeting a child's needs in Derby and Derbyshire, border local authorities also have their own, details of which can be found in the local Children's Safeguarding Procedures. This document will be used to help identify the level of concern and any next course of action.

All staff working within Springwell Community College should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of emotional/mental ill health
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending college or are at risk of exclusion from college;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET).

These children are therefore more vulnerable; Springwell will identify who their vulnerable children are, ensuring all staff know the processes to secure advice, help and support where needed.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

When providing early help provision in the college, Springwell can demonstrate that we have a framework and structures to support the work including information sharing, procedures around step up into children's service, robust recording and support to staff in early help activity.



Information on Springwell's Early Help Offer can be found on the college website.

## What is abuse and neglect?

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example leaving a small child home alone, or failing to seek appropriate medical treatment. Bullying is also abusive and will include at least one, if not two, three or all four of the defined categories of abuse (see SCC Anti-Bullying Policy). There are four categories of abuse and neglect as defined in the 'Keeping Children Safe in Education Statutory Guidance 2020 (Appendix 3):

Physical Abuse  
Emotional Abuse  
Sexual Abuse  
Neglect<sup>1</sup>

It is essential that all staff, supply staff, Governors and volunteers are alert to the signs of abuse. Physical and behavioural signs of abuse can be found in Appendix 3 however, this is not an exhaustive list and all those involved in the care of our students should be vigilant. College staff and volunteers play a crucial role in identifying/reporting any concerns that they may have through understanding the indicators of behaviour which may be underlining of such abuse.

## Definition of Abuse

### 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.

### 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of,

<sup>1</sup> Definitions available from Keeping Children Safe in Education 2020 see Appendix 3  
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sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may include failure to:

- Provide adequate food, clothing and shelter,
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

## Bullying

- Bullying and forms of bullying on and off-line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse

## What to do if a student discloses to you

### If a student discloses to you:

The college recognises the importance of staff listening attentively to students at all times, and is particularly concerned to ensure that any student who wishes to disclose abuse should be assisted in doing so (Appendix 4). All staff should hold an "it could happen here" mind-set.

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed or frightened.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on, you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump immediately the student may think that you do not want to listen. If you leave it until the end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

Staff should remember that their role is to listen. You should not interrupt the student if he or she is freely recalling significant events. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the student in any way.

Even if asked to do so by the student, staff must not give undertakings of absolute confidentiality. Staff must point out to the student that, in some situations, it may be necessary to pass on what has been said to someone else.

**Staff must report orally to the DSL immediately after the event and pass on notes of the discussion with the student (Appendix 6). The note should record the time, date, place and people who were present as well as what was said. They should be signed.**

In the absence of the DSL they should report to the Deputy Designated Safeguarding Lead (DDSL). Further to this to a Student Progress Leader. 'Keeping Children Safe in Education' (2020) makes it clear that anyone can make a referral or go directly to Social Care. Information on how to make a referral to Social Care can be found in Appendix 5.



Staff must be aware that the notes of the discussion may need to be used in any subsequent court proceedings. Staff who are likely to come into contact with such students will be informed of their circumstances on a “need to know” basis.

### **If you suspect a student is at risk of harm**

There will be occasions when you suspect that a student may be at risk but you have no real evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask a student if they are alright, or if you can help in any way.

Staff should use the electronic recording system ‘MyConcern’, available on every desktop in college, to record these early concerns. If a student does begin to disclose that they are being abused in any way you should follow the guidance in the ‘What to do if a child discloses’ section.

‘MyConcern’ should not be used for immediate concerns where the member of staff/Governor or volunteer feels that a child or young person is in immediate danger from either themselves or someone else.

If staff are concerned about the behaviour or conduct of another member of staff, volunteer or visitor then there is a Confidential Reporting Code (‘whistle blowing’). Confidential reporting is the disclosure or communication of information about possible malpractice by individuals or organisations. It is intended to enable staff to disclose information about their concerns internally and to provide members of staff reporting with protection from subsequent victimisation, discrimination or disadvantage. Concerns of this nature should be disclosed to the Headteacher or, where this is inappropriate, the Chair of Governors. Where both of these are inappropriate the Chief Education Officer should receive the disclosure.

There is a comprehensive confidential reporting code/whistle blowing policy available at <https://www.ttct.co.uk/wp-content/uploads/sites/3/2021/09/Whistleblowing-Policy.pdf> and on ‘MyConcern’ under key documentation.

### **Referrals to Social Care**

Springwell Community College will ensure that if any staff, Governors and volunteers, have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern. The Designated Safeguarding Lead will act upon the information received; however, we also recognise anyone can make a referral into Social Care.

See Appendix 5 for more detailed information of the procedures for making a referral.

### **Notifying Parents/Carers**

The college will normally seek to discuss any concerns about a student with their parents and carers. This must be handled sensitively and the DSL will make contact with the parent and carer in the event of a concern, suspicion or disclosure.

However, if the college believes that notifying parents and carers could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s Social Care.

Parents and carers will not be informed of concerns unless staff are certain that the safety of the student will not be prejudiced by their doing so.



## Support for those involved in a Child Protection issue

### Students

The college recognises that students who are distressed through experiences outside the classroom will be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account their distress in managing their behaviour within the framework of confidentiality.

The college will endeavour to support the student through:

- The content of the curriculum:  
Students are taught to understand and manage risk through our PSHE lessons and through all aspects of college life. Our approach is designed to help students think about risks they may encounter and with staff work out how these risks may be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear and anxiety. They are taught how to conduct themselves and are reminded regularly about e-safety and tackling bullying procedures. The college continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff about any worries they may have.
- The college ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The college Behaviour Policy, which is aimed at supporting vulnerable students in the college. The college will ensure the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a student who requires a Protection Plan leaves the college, their information is transferred to the new college immediately and that the student's Social Care worker is informed.

### Staff

Child abuse is devastating for the child and can result in distress and anxiety for staff and who become involved. We will support staff involved by:

- Offering a debriefing.
- Keeping them informed of progress with the case, within information sharing guidelines.
- Responding sympathetically to any request for time out to deal with the distress or anxiety.
- Offering details of helplines, counselling or other avenues of external support.

### Confidentiality and Sharing Information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (depending on who is the subject of concern). Information will then be disseminated on a "need-to-know" basis.

### Information Sharing

Information sharing is essential for early intervention and preventative work, for safeguarding and promoting welfare for wider public protection. The Data Protection Act 1988 and GDPR should not be seen as barriers for sharing information in respect of child protection but should be used as a framework to ensure that information is shared appropriately and legally (Appendix 8).



## 4. Record Keeping

Child Protection information will be stored and handled in line with the Data Protection Act 1998 and GDPR principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subjects' rights
- Secure.

Child Protection records are exempt from the disclosure provisions of the Data Protection Act and GDPR, which means that students and parents/carers do not have an automatic right to see them. If the college receives a request from a student or parent/carer to see the child protection records this should be referred to the DSL.

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. All records and witness statements relating to safeguarding concerns and cases will be kept within a locked filing cabinet in the DSL office. Records of Child Protection Conferences and Core Group Meetings will be stored in a locked filing cabinet in the DSL/SPL office, within the student file. These files will be maintained and updated by the DSL/Student Progress Leader (SPL). When a student leaves, the college will pass on a summary of historic or current concerns immediately to the receiving school whilst retaining the full contents of the record.

We will follow the recommended GDPR guidelines of all records kept on staff and children, in relation to safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The college will follow the Local Authority current guidance on the Child Protection Recording Keeping Guidance for Schools (including Transfer, Storage & Retention - July 2017) and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the college or connected to the college.

## 5. Training

Springwell Community College will incorporate signs of abuse and specific safeguarding issues on briefings, staff induction training and ongoing training for all staff, Governors and volunteers.

The college recognises the importance of regular training for all staff. Therefore:

- The Designated Safeguarding Lead will attend one day's appropriate training at least every other year, and more frequently when changes of procedure require it.
- All staff, both teaching and non-teaching, Governors and volunteers who come into contact with students, will be updated in Safeguarding every year, and more frequently when changes of procedure require it.
- All staff, both teaching and non-teaching, who come into contact with students will receive Level 1 training every two years, and more frequently when changes of procedure require it.



- Anyone joining the college staff will be briefed fully concerning their responsibilities within safeguarding procedures before beginning their duties.
- All staff will be trained every year with regard to procedures connected with the Physical Intervention policy.
- All staff, Governors and volunteers can access broad Government guidance and more importantly access to local procedures, strategies and tools through; [www.derbyshirescb.org.uk](http://www.derbyshirescb.org.uk)
- Specific safeguarding issues will be shared via safeguarding briefings as and when required.

In understanding the signs and indicators of specific issues within this policy, Springwell Community College will incorporate the signs of abuse and specific safeguarding issues into briefings, staff induction training and ongoing developmental training for all staff, Governors and volunteers.

We will access broad Government guidance, local procedures, strategies and tools through the Derbyshire Safeguarding Partnership.

The DSLs and those with responsibility for safeguarding will use the information available to them in Derbyshire Schools.net Keeping Children Safe in Education to help all staff develop their knowledge and understanding pertaining to national and local emerging concerns.

## 6. Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that schools/colleges will endeavour to ensure their staff, Governors and volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying and cyber crime
- Child Sexual Exploitation (CSE)\*
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures\*
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse and teenage relationship abuse
- Domestic Violence\*
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation
- Forced marriage
- Gangs and youth violence and trafficking
- Gender based violence/violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTIQ+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment
- Peer on peer abuse\*
- Private fostering
- Preventing radicalisation
- Online abuse/sexting\*
- Missing children\*
- Child sexual abuse within the family
- Poor parenting\*
- Honour based violence

\*denotes current key concerns in Derbyshire



## Children Who May Be Particularly Vulnerable

Some children have an increased risk of abuse. It is important to understand that this increased risk is due more to societal attitudes and assumptions and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

We will endeavour to ensure their staff, are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Breast Ironing
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

In understanding the signs and indicators of specific issues listed earlier in this policy, this college will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all staff.

The college will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership

The Designated Leads and those with responsibility for safeguarding will use the information available to them in Derbyshire [Schools Net Keeping Children Safe in Education](#) to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Living in a domestic abuse situation
- Young carers
- Privately fostered



- Recently returned home from care
- Engaging in anti-social or criminal behaviour
- Affected by parental substance misuse, adult mental health, domestic violence etc
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of racism, ethnicity, religion or sexuality
- Involved directly or indirectly in sexual exploitation, prostitution or child trafficking (Appendix 12)
- Are showing early signs of abuse and/or neglect
- Are not attending the college or are at risk of permanent exclusion
- At risk of female genital mutilation (FGM) or forced marriage
- Frequently going missing from home/care
- Misusing drugs or alcohol
- At risk of modern slavery, trafficking, exploitation or radicalisation
- Potentially NEET post 16
- In a family circumstance presenting challenges for the child such as substance abuse or adult mental health

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

These children are therefore more vulnerable and as such Springwell Community College will identify who our vulnerable children are and allow for open channels of communication and support.

### **Prevent Duties**

The college will ensure all staff including Governors and volunteers adhere to the duties in the Prevent Guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capacity to deal with issues arising
- Communicate the importance of the duty
- Ensure all staff, Governors and volunteers implement the duty.

Springwell Community College will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified and the student may need de-radicalisation.

The college is committed to providing effective filtering systems and monitoring systems, this will include monitoring the activities of children when on-line in the college and actions taken relevant to the activity.

The college will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate alongside Welfare Concern Forms, Child Protection Referrals and Prevent referrals.



Springwell Community College will ensure all staff including Governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism;
- Ensure staff understand the risk and build capabilities to deal with issues arising;
- Communicate the importance of the duty;
- Ensure all staff, Governors and volunteers, implement the duty.

## Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship; or between family members. It can be psychological, physical, sexual, financial or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the [Domestic Abuse Act, 2021](#) and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

Springwell Community College receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a student at this college. We have agreed processes on how to respond and support the student whilst in contact and are able to escalate any Safeguarding concerns into Childrens Social Care services using the local Derby City and Derbyshire Safeguarding Procedures.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our college is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are living, the victim will be seen as high risk of serious harm/homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This college recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer:

[The necessary form to make a referral is available here: DA risk assessment and referral](#)

## Female Genital Mutilation

Springwell Community College recognises and understands that there is now a mandatory reporting duty for all staff to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a student, they will refer to the Safeguarding Designated Lead/s within the college unless there is a good reason not to do so.



Signs and indicators of Female Genital Mutilation can be sourced in Appendix 12.

#### Allegations of abuse against other children / Peer on peer abuse

The college recognises that some children abuse other children or their peers, therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a college to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the college.

Peer on peer abuse is a safeguarding concern and one that is increasing which requires a robust response. Staff will discuss and seek advice from the Designated Safeguarding Lead acknowledging that advice and discussions will be required from agencies and professionals including making reference to the Safeguarding procedures as outlined by the Local Authority and local Safeguarding Partnership. This may mean a referral into the Police and Social Care. The college will consider and may apply the disciplinary policy. The college will offer support to a victim and the abuser.

Peer on peer abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child or adult, including:

- Within their household (for example sibling abuse or violence towards parents/carers);
- Outside of the child's immediate household;
- Education or community settings;
- On-line/off-line or both.

Peer on peer abuse can take various forms and includes: serious bullying/cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting'/youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and/or sexual violence/harassment.

We recognise that peer on peer abuse is often gender based. It is more likely that girls will be victims and boys perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

We understand we need to equip all staff about identifying and handling disclosures, including third party disclosures from other peers.

We are working hard as a college to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse (through PHSE and tutor time discussions). In addition, the work of the Anti-Bullying Co-ordinator and Ambassadors through initiatives such as #allequal and our Equality Policy.

Signs and indicators of Peer on Peer abuse can be sourced in Appendix 12.

We will pay adherence to the guidance 'Sexual Violence and Sexual Harassment in Schools/Colleges Between Children; (December 2017) and have a strategy in the college to identify, report and respond to any issues raised. We aim to challenge this type of abuse and use approaches within the curriculum to address and tackle peer on peer abuse.

Springwell acknowledges the Voyeurism Act 2019, and the concerns around up skirting. This is a form of peer on peer abuse and may constitute a criminal act. Any incidents will be treated as a safeguarding concern and this college will follow their usual procedures when dealing with such an incident. This will mean reporting an incident to the police.



We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:

- [Derbyshire's Harmful Sexual Behaviour Guidance](#)
- [Lucy Faithful Traffic Light Tool](#)
- **Local intel and mapping tools and meetings e.g. LCP's - local children's partnerships.**
- [Risk management plans for alleged abusers](#)
- [Victim support plans for alleged victims.](#)

We will work with partners for example; the police, health, children's services, and youth offending team to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the college and the classroom.

All staff will receive an awareness and understanding of peer on peer abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents

**The sending of indecent images from one child to another through digital media devices,** including nudes and semi-nudes.

The college accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies. Our guidance 'Responding to Incidents of Youth Produced Sexual Imagery' will be used when responding to any such incident.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services which work offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

Springwell Community College will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will refer to:

- Derby City & Derbyshire Safeguarding Partnership Procedures chapter; [http://derbyshirescbs.proceduresonline.com/chapters/p\\_abuse\\_img\\_ch\\_ict.html?zoom\\_highlight=sexting](http://derbyshirescbs.proceduresonline.com/chapters/p_abuse_img_ch_ict.html?zoom_highlight=sexting)
- "Sexting in Schools and Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety
- Derbyshire Police, interim guidance on "Sexting" version 3. June 2016
- The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools
- The DfE guidance, June 2019, on Teaching Online Safety in Schools
- Gov guidance sharing nudes and semi nudes, Dec 2020



## The criminal exploitation of children: County Lines

Signs which may include criminal exploitation

- Persistently going missing from school/college or home and/or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phone
- Excessive receipt of texts/ phone calls
- Relationships with controlling /older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school/college results and performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional wellbeing.

Criminal exploitation of children is a safeguarding concern and will require discussion with a DSL who will seek advice from agencies or professionals; including, reference to the safeguarding procedures as outlined by the local authority. This will mean referral into the Police and Social Care. The college will offer support to the victim.

We will train all staff, Governors and long-term supply staff to recognise signs which may indicate criminal exploitation and to identify children in the college/setting who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older and where there is a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines".

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

- Using the property to deal, store or take drugs
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

### **Serious violence/carrying knives/offensive weapons and gang culture**

Bringing and carrying a knife/offensive weapon onto the college site is a criminal offence and immediate action will be taken by calling the police and informing the parents/carers. The guidance on Searching, Screening and Confiscation (January 2018) will be consulted and the college will consider and may apply disciplinary procedure.

If a member of staff suspects a student being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the Local Authority. The student may be an exploited child and victim to which the college will offer support.



We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

## Emotional/Mental Health and Wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children 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 these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of college.

Springwell Community College will contact the local School Community Advisor for advice:

<https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors>

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/news/camhs-specialist-community-advisers-leaflet.pdf>

Natalia Van-Steenbergen – Springwell local contact.

Advice will also be sought prior to going to the School Nurse.

We will use this website to help us signpost Staff and families:  
<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

<https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/camhs-rise>

<https://www.camhsnorthderbyshire.nhs.uk/urgent-care>

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, Springwell will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We are working towards appointing a Senior Mental Health Lead to develop the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing in our setting.



## Online Safety, Cyber Security (including remote/blended learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security.

Staff and students will be made aware of online safety issues and concerns, through training and the curriculum (*PHSE spiral curriculum and through ICT lessons*). This covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and young produced sexual imagery (sexting), social media.

Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and students safe, particularly when using remote learning platforms and remote teaching platforms/delivery styles. We are working with Derbyshire Education Hub, Derbyshire Audit Services and/or Derbyshire Constabulary Cyber Protect Officer to maximise our cyber security procedures. We will use the recommended national and local guidelines on staff and students who may need to work remotely.

We are working with the Derbyshire Community Safety Team, Derbyshire Constabulary Cybercrime Team and the regional cybercrime team at EMSOU (East Midlands Special Operations Unit) to help identify, and provide support and diversionary services to, cyber gifted and talented students, who are identified as being vulnerable, or at risk of exploitation, in terms of committing cybercrime. We will be using the Cyber Choices Toolkit, 2020 and referral pathways for students.

[www.saferderbyshire.gov.uk/cyberchoices](http://www.saferderbyshire.gov.uk/cyberchoices)

The Local Authority has provided additional information and guidelines which we have taken into account. This is found in Appendix 15. Remote/Offsite Working- advice for schools issued June 2020 (LA Education Hub).

## Sex, Health Education (RSHE)

Relationship, Sex and Health Education is compulsory. As a college we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity and difference.

The college delivers an age-appropriate spiral curriculum covering all aspects of RSE written and championed by our PHSE lead and used as a model of good practice by the PHSE Association.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the college. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Lead, who will then decide on any next steps around listening and responding to the child.

## 7. Extended services and off-site arrangements

Where extended college activities are provided by and managed by the college, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection and health and safety arrangements are in place.



## 8. Recruitment and Staffing (Appendix 7)

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK.
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad.
- If the person has lived or worked outside the UK, make any further checks the college consider appropriate.
- Verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS).
- Ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State.
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary.
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty; this includes Teaching Disciplinary Regulations, 2012.
- That we make use of the DBS Service where appropriate.
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration.
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (college may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills).
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff.
- Raise an alert with a senior member of the leadership team if there are gaps in references and/or any missing references.
- That our volunteers, students and supply staff are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children.
- That all our Governors have the enhanced DBS and other checks that may be required (Section 128).
- That we understand the requirements if schools/colleges are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children/young people who attend clubs, holiday schemes and other activities on their premises.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g. banned political groups.
- We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.

### 8.1 Supply/Agency Staff

- We will induct all supply and agency staff, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.



- The allegations against professionals, volunteers and carers will apply to supply/agency teachers. Whilst this college is not the employer of supply/agency teachers, we will ensure allegations are dealt with properly.
- The Governing body/proprietor will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the college, whilst they carry out their investigation.
- As a college we will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

## 8.2 Students/Work Placements

- We will induct all work experience and student teachers, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.
- We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.
- If the student/teacher is over 18 years of age, we will as a college, apply the allegations against professionals, volunteers, and carers criteria if any concerns come to our attention.
- If the student on placement is under 18 years of age we will seek advice from the Designated Lead and determine any next steps which may mean using the local safeguarding procedures.

## 9. Emerging Needs/Early Help

All staff, Governors and volunteers are made aware of what 'Early Help' means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the college (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and families. For more information all staff, Governors and volunteers can refer to the current Safeguarding Partnership Threshold Document.

[When providing early help provision in the college, Springwell can demonstrate that we have a framework and structures to support the work including information sharing, procedures around step up into Childrens social care, robust recording & advice, and support to staff in early help activity.](#)

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps. This includes a professional's advice line and this is available for the Designated Safeguarding Lead to use.

Starting Point will ask at point of referral into Childrens Services what early help work has been undertaken and that the referral is supported by an Early Help Assessment.

### 9.1 Needs of Children with a Social Worker

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.



Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

Springwell Community College will use 'MyConcern' as a method of triaging concerns within the college/setting. Concerns requiring early intervention will be supported through the pastoral team.

A framework and structures to support the work, including information sharing, procedures around step up into Children's Social Care, robust recording and advice, and support to staff involved in early help activities will be established.

## **10. Allegations Against Staff, Governors and Volunteers who Work with Children**

The college will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link:

[http://derbyshirescbs.proceduresonline.com/chapters/p\\_alleg\\_staff\\_carer\\_volunteer.html](http://derbyshirescbs.proceduresonline.com/chapters/p_alleg_staff_carer_volunteer.html)

If a member of staff has concerns about another member of staff, then this will be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case and by an appropriate member of the Senior Management Team.

We will inform all our staff that anyone can report direct to LADO any concerns about a member of staff. A copy of the LADO flowchart is available in every staff base (Appendix 9).

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the college, that provides education for children under 18 years of age, including supply teachers and volunteers 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the school or college is where the alleged abuse took place.
- Allegations against a teacher who is no longer teaching.
- Historical Allegations of abuse should also be referred to the Police.

In our considerations where it is felt it meets the criteria, or you require advice, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Senior Management Team.

The college will ensure we have followed all the necessary duties and guidelines under this process and under Whistle Blowing.

Where there are allegations that are substantiated, the college will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the "Keeping Children Safe in Education 2021" Guidance.

Further Information can be found in Appendix 16.



## 11. Safeguarding Portfolio

The Springwell Community College Safeguarding Portfolio contains the following policies and procedures:

- Keeping Children Safe in Education: Statutory Guidance September 2018
- Keeping Children Safe in Education: Information for Schools and Colleges 2018
- Managing Allegations Against Staff
- Whistleblowing Policy
- Safer Working Practice
- CAYA Threshold Document
- Equal Opportunities Policy
- Derbyshire Schools' Domestic Violence Protocol
- Sex and Relationship Education Policy
- Behaviour for Learning Policy
- Online Policy
- Anti-Bullying Policy
- CAYA SCB Escalation Policy and Process
- Attendance and Punctuality Policy (including CME)
- College Complaints Procedure
- The Annual S175 Safeguarding Audit with Action Plan
- Use of Physical Intervention
- Safer Recruitment Guidance.

All documents are available on the college staff share drive. A printed copy is available in the DSL's office.

## 12. Management of the Policy

The Governing Body will:

- Ensure all Governors are aware of the Safeguarding arrangements in the college/setting.
- Ensure all Governors are effective in the management of safeguarding.
- Ensure all staff including all other Governors and volunteers read and have access to the policy.
- That it is displayed on the college's website.
- That is overseen to ensure its implementation.
- Review its content on an annual basis.

The Headteacher/Senior DSL will report annually on safeguarding activity and progress within the college to the Governing Body.

The Designated Safeguarding Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on safeguarding activity and progress. We will include our safeguarding Link Governor in this activity. A copy of which will be submitted to the CPM for Schools/Education settings at Derbyshire County Council. This will be held on file and reported to the Derby City and Derbyshire Safeguarding Children's partnership.

The Headteacher will report any significant issues to the Chair of the Governing Body that may have an impact on safeguarding in the college and using the processes with the Local Authority to report.



## Roles and Responsibilities

### All staff, volunteers and Governors have responsibility for the following:

- Being aware of the Local Safeguarding Partnership procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to and can demonstrate this in their practice;
- Knowing who the college's Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEND and Anti- Bullying including who is the college link Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the college;
- Feeling able in this college/setting to obtain feedback on all concerns reported to a Designed Safeguarding Lead.
- Feeling able to use the schools and local safeguarding partnerships Escalation Policy and Dissent policies.
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in being able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher, should be referred to the Chair of Governors;
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support (Springwell Community College Confidential Reporting Policy)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2020', relevant sections of 'KCSIE 2021' and local procedures for 'Safer Working Practices';
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting students who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (eg. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If staff, Governors, volunteers or any adult in college have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide to take the next step, (however, any member of staff, Governor or volunteer in a school/college can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All staff, Governors and volunteers are aware of the Local Safeguarding Partnership's Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing 2017). [www.derbyshirescb.org.uk](http://www.derbyshirescb.org.uk);
- To recognise the new requirements on Children Missing from Education and particularly those where it is believed a child/children may be leaving the country;



- To refer and adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Elective Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate;
- Recognising that Looked After Children and care leavers are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. Springwell Community College will ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor may be appointed.
- All staff, Governors and volunteers recognise their roles and responsibilities under SEND that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into Early Help Social Care Services for an assessment of their needs;
- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- All staff, Governors and volunteers are aware of the Springwell Community College Private Fostering Policy and have an understanding of host families (Annex A KCSIE 2021) and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All staff, Governors and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the Prevent Duty for schools/colleges;
- All staff, Governors and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the college who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All staff, Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All staff/anyone who has contact with a child or young person should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues/incidents.
- All staff/anyone who has contact with a child or young person should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues/incidents.
- When using reasonable force this is in line with national guidelines and takes into account individual children's needs and risk management and in particular in regards to SEND.
- All staff/anyone who has contact with a child or young person should recognise homelessness and the impact this has on a child facing homelessness or who is homeless.



- Serious Case Reviews. We are aware of the impact this has on how we carry out our roles and the college recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning out our Safeguarding and Child Protection responsibilities and roles.
- All staff/anyone who has contact with a child or young person have responsibility for sharing and reporting concerns, for knowing how to share information and with whom and how to use our recording systems as appropriate to their role.

**All staff, Governor and volunteers who have contact with children/students have a responsibility to:**

- Share and report a concern, know how to do this and who to and are able to record a concern, where appropriate in their role.

**Governors, College Leadership are responsible for (and need to ask the college about):**

- Taking leadership responsibility for the college's Safeguarding and Child Protection arrangements.
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring.
- Ensuring we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.
- They are up to date with emerging issues in safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire.
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of safeguarding in their school/college liaising with other partners and agencies.
- Ensuring that we have a Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the college. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school/college. That the DSL's are fully equipped to undertake the safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training every two years.
- That a Designated Safeguarding Lead is on the premises and available at all times during the college day and there is a contact available for college/school holidays, activities on sites. Where this is not available or in exceptional circumstances then there is cover in place. The Leadership Team will ensure there is cover at all times for staff to have a clear pathway for raising concerns and in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits.
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date.
- That we work towards/have a nominated link Governor for CIC (Children in Care/Looked after Children) and SEND alongside other nominated leads in the college on these issues;
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the local Safeguarding procedures and the college's procedures for reporting, responding and recording Child Protection concerns.
- That procedures are in place for handling allegations against staff, or volunteers and any concerns staff and volunteers have (including concerns about the setting) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- That all staff, (including volunteers and frequent visitors) who will be working in the college is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will



also include procedures to be followed if anyone has any concerns about a child's safety or welfare, and knowledge about the college policies and procedures.

- That all staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all staff including volunteers receive the appropriate training which is regularly updated.
- Work towards having an appointed lead in Mental Health and Wellbeing.
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- That important policies such as those for behaviour and bullying, are kept up to date.
- To ensure that children are taught about safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum will implement sex/relationships and healthy relationships, teaching and make the best use of PHSE to cover safeguarding issues with children in line with the statutory obligations 2020.
- We have in place an On-line Safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to/refer where required.
- That we understand the update definition of child sexual exploitation and the expectations around identifying, reporting and responding to any potential or actual cases of.
- That we notify the Children's Social Care department if there is an unexplained absence of a student who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' (Appendix 13);
- Ensure that all staff (Governors and volunteers) are made aware of the Confidential Reporting Code (Whistle Blowing 2015).
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That all staff aware of the GDPR 2018 regulations also does not use that as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the college's website.
- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the in the curriculum and staff are trained and equipped to deliver.
- That an overview of records and data used in the college/setting are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

## Notifications

### The Governing Body/Senior Leadership Team will also ensure that:

- We notify the Local Authority of a Child Missing from Education and within the timescales set out by the Local Authority
- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.



- We notify the Local Authority and Children’s Services if we have welfare concerns of a child is likely to be or is Electively Home Educated (EHE).
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:

The DBS Service  
National Barring and Disclosure Service  
The Teacher Regulation Agency.



## Code of Ethical Practice

All college staff are valued members of the college community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students. All college staff are expected to work in accordance with the 'Working Together to Safeguard Children' (July 2018) guidance.

### All college staff should:

- Place the safety and welfare of students above all other considerations.
- Treat all members of the college community, including students, parents/carers, colleagues and Governors, with consideration and respect.
- Adhere to the principles and procedures contained in the policies in our Safeguarding Students Portfolio and in teaching and learning policies.
- Adhere to the Staff Code of Conduct Policy
- Treat each student as an individual and make adjustments to meet individual need.
- Demonstrate a clear understanding of and commitment to non-discriminatory practice.
- Recognise the power imbalance between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused.
- Understand that college staff are in a position of trust<sup>2</sup> and that sexual relationships with a student, even over the age of 16, may be an offence.
- Be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm.
- Encourage all students to reach their full potential.
- Never condone inappropriate behaviour by students or staff.
- Only use physical intervention if there is a risk of danger to the student or other students and after all B4L strategies have been exhausted.
- Take responsibility for their own continuing professional development.
- Refrain from any action that would bring the college into disrepute.
- Value themselves and seek appropriate support for any issues that may have an adverse effect on their professional practice.

Staff name:

Signature:

Date:

<sup>2</sup> Section 16 of The Sexual Offences Act 2003



## Definition of Abuse

### What is abuse and neglect?

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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

### 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.

### 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual abuse

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

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may include failure to:

- Provide adequate food, clothing and shelter;
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment;
- Respond to a child's basic emotional needs.



## Signs of Abuse

### Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises, in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.

Running away from home.

### Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.



## Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in the family. College staff and volunteers should play a crucial role in identifying/reporting any concerns that they may have through understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

## Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.



- Not requesting medical assistance and/or failing to attend appointments.

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. See SCC Anti-Bullying Policy.



## Listening to Students

If a student discloses sexual abuse, remember that this may be the beginning of a legal process, as well as of a process of recovery for the student. Legal action against a perpetrator can be seriously damaged by any suggestion that the student has been led in any way.

So ...

- Do not ask questions. Just listen and be supportive (see below).
- Do not stop the student if he/she needs to tell you more than you have to know to be sure that he/she has been abused. BUT
- Do not encourage the student to tell you more than she/he wishes.
- If you do need to ask a question ensure it is 'open ended' and record the question asked.
- As soon as you can, write a detailed account, as accurately as possible, of what the student said, as a witness statement. Put the date and time on it and sign it. Hand it to the Designated Safeguarding Lead for filing.

Five things to tell a student who has disclosed abuse ...

1 "I believe you"

Students rarely lie about sexual abuse.

2 "It's not your fault"

It is always the adult's responsibility.

3 "I'm glad you told me"

Students who talk about the abuse are likely to be seriously affected.

4 "I'm sorry this has happened to you."

5 "I'm going to help you"

But ... don't make promises you may not be able to keep.



## Referring to Children's Social Care

Springwell Community College will ensure all staff, Governors, volunteers and anyone who has contact with a child or young person that have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the DSL reports that concern as soon as possible. The DSL will act upon the information received; however, we also recognise anyone can make a referral into social care.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A telephone referral must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care:

<https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-contact-and-referral-service.aspx>

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, along with any supporting documentary evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

Starting Point should provide feedback, an email contact must be provided and name of the person nominated in college to receive that feedback.

When a member of staff, volunteer, parent, practitioner, or another person has concerns for a child, and if the college are aware that the case is open to an allocated worker in the locality they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the college should contact Starting Point.

The DSL should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the college become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.



Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools, colleges and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous or current early help assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- Any other information that may put a worker at risk eg- dogs, weapons.
- See Child Protection Flow Chart (Appendix 6)

Where there is a difference of professional opinion the college/school are able to escalate their concerns using the Derby City and Derbyshire Safeguarding Partnership Escalation Policy available on the DSCB website.

Before a referral is made into front door services eg- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an early help assessment
- Using and evidencing the current threshold document\* available to all practitioners and which is found on the partnership website :  
[https://derbyshirescbs.proceduresonline.com/docs\\_library.html](https://derbyshirescbs.proceduresonline.com/docs_library.html)

## \*Practice Examples

### Level 1 - Universal Open Access to Provision

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary services.

### Level 2 - Emerging Needs

Unborn babies, children and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

### Level 3 - Intensive

Vulnerable unborn babies, children and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria. More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to



the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

#### **Level 4 - Specialist**

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority children's social care who act as the lead agency.

#### **Confidentiality**

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality;
- The gathering of evidence;
- Commitment or loyalty to relatives, friends or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

#### **Listening to the Child**

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says so as to:

- Clarify the concerns;
- Offer reassurance about how s/he will be kept safe;
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs. However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

#### **Parental Consultation**

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.



Situations where it **would not** be appropriate to inform family members prior to referral include where:

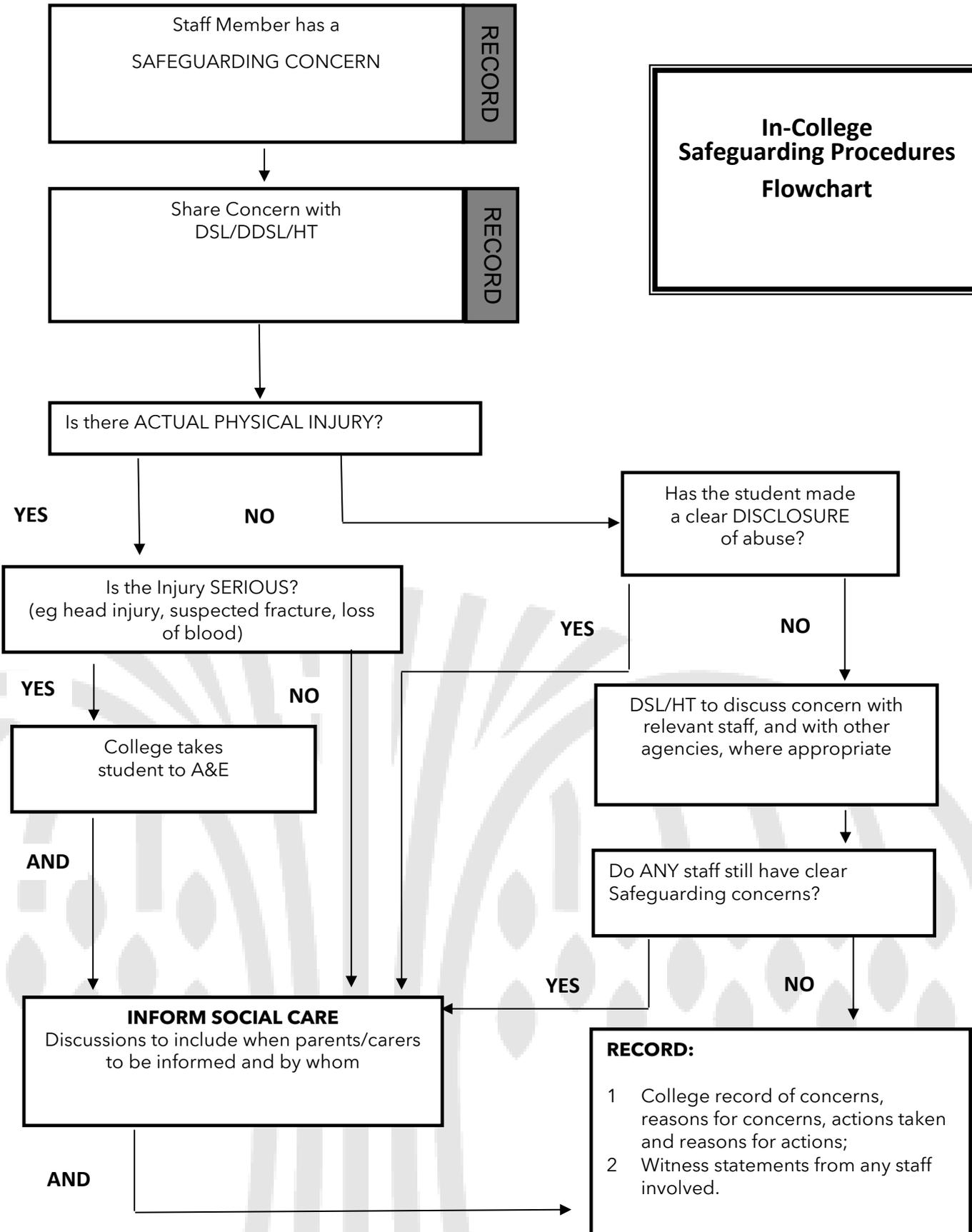
- Discussion would put a child at risk of Significant Harm;
- There is evidence to suggest that involving the parents /caregivers would impede the police investigation and / or Children and Families Services enquiry;
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse;
- Complex (multiple or organised) abuse is suspected;
- Fabricated or induced illness is suspected;
- To contact parents/carers would place you or others at risk;
- Discussion would place one parent at risk of harm, for example, in cases of domestic abuse;
- It is not possible to contact parents/cares without causing undue delay in making the referral;
- Where there are concerns about a possible forced marriage or honour-based violence;
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity;

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents where ever safe to do so.



Appendix 6

In-College Safeguarding Procedures Flowchart



Abbreviations used: DSL = Designated Safeguarding Lead  
 A&E = Accident and Emergency  
 DDSL = Deputy DSL  
 HT = Headteacher



## Recruitment

Springwell Community College will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children safe in Education September 2021' are followed in all cases.

We must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities in:

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the college/setting.
- Having a staff Code of Conduct, for when working in the college and when out in the community and including when online. (*refer to this here, and its location*)
- Managing allegations against staff, and volunteers.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO - The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a college/school's human resources department or service.
- Seeking employment legal advice and services where necessary.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge.

We will in all cases for example check on:

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment.
- Include at least two questions regarding safeguarding

We will have a Single Central Record which will cover all staff, including Governors, agency and supply staff, volunteers, and in some cases, contractors providing a service to the college, where necessary, according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

We will ensure that all staff, Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Springwell Community College will ensure there is a Staff Code of Conduct, ensuring all staff and volunteers are familiar with Safer Working Practices which includes all new staff, volunteers and all others working within the college. This also includes advice on conduct, safe use of mobile phones and guidance on personal/professional boundaries in emailing, messaging, or participating in social



networking environments and blended/remote learning. All staff will sign the College's Code of Ethical Practice Statement.

We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

### **The Disclosure and Barring Service (DBS)**

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list.
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland.
- Providing an online DBS service.

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, staff engaging in regulated activity, and where the definition of regulated activity is met. We will have a clear understanding of what regulated activity is and implications for volunteers in the school/college. This may mean undertaking risk assessments on any activity.

The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility <https://www.gov.uk/government/publications/dbs-regulated-activity>

Springwell Community College fully understands the statutory guidance on regulated activity, the role of a supervised volunteer and the unsupervised volunteer as outlined in the Keeping Children Safe in Education.

We will follow advice on DBS checks as detailed by this guidance and this will include:

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) this may mean Teaching Assistants;
- A Section 28 Direction Check where relevant and on all Governors, which prohibits or restricts a person from taking part in any management of an Independent school, including an Academy or Free school.

### **Overseas checks**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges

This includes obtaining:

- An enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.



- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and/or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, Springwell Community College will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

### **Supply/Agency Staff**

We will induct all work experience and student teachers and supply them with the college Safeguarding and Child Protection Policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

The Allegations against professionals, volunteers and carers also applies to supply/agency teachers. Whilst this college/setting is not the employer of supply agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.

Where a concern is raised a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the college, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

### **Students/Work Placements**

We will induct all work experience and student teachers and supply them with a copy of Safeguarding and Child Protection policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

If the student on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this student, we will follow Local Children's Safeguarding Procedures.

### **Contractors**

This college/setting will ensure that any contractor requesting access has company ID which is checked and visible.

Contractors will not be left unsupervised unless verified to engage in related activity. Any contractor, or any employee of the contractor, on site, will be subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).



Where the contractor does not have opportunity for regular contact with children, this college/setting will decide on whether a basic DBS disclosure would be appropriate.

Records will be kept of checks carried out and any additional reassurances the college/setting has sought.

### **Regulated Activity**

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this college/school. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.



## Information Sharing Advice for Safeguarding Purposes

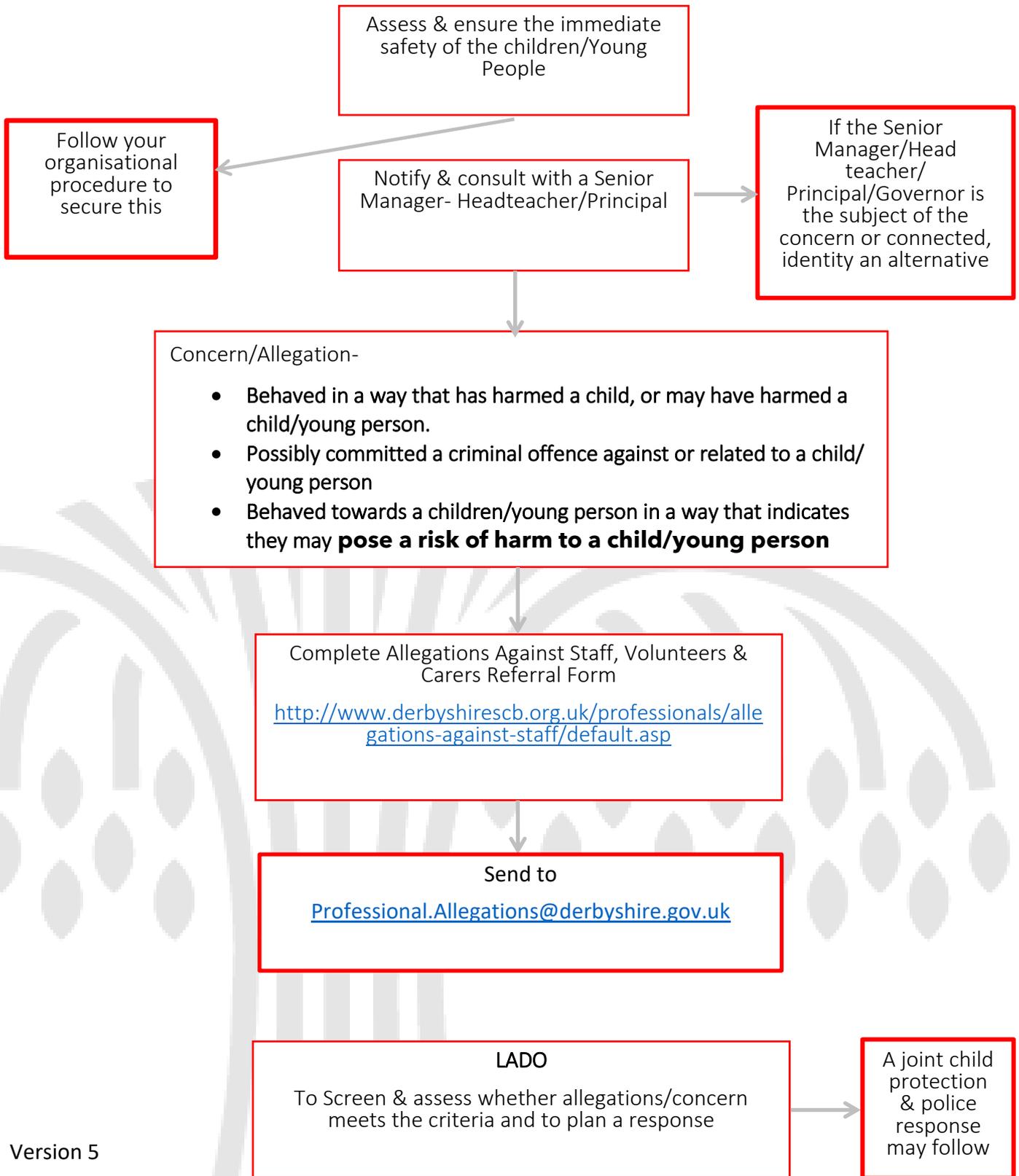
'Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People and Parents/Carers' was updated and revised in 2015. The most important consideration is whether sharing information is likely to safeguard and protect a child.

When it comes to sharing information the Golden Rules on Information Sharing should be considered:

- The Data Protection Act 1988 and GDPR should not be seen as barriers for sharing information in respect of a child protection, but should be used as a framework to ensure that information is shared appropriately and legally.
- Be open and honest with the person (and/or their family where appropriate) from the onset about why, what, how and with whom information will, or could be shared, and seek their agreement unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still have to share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
- Keep a record of your decision and the reason for it - whether it is to share information OR not. If you decide to share, then record what you have shared, with whom and for what purpose.



**Allegations / Concerns against Staff, Volunteers and Carers**



Version 5  
April 2019



## TERMINOLOGY

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

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

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday.

**Parent/Carer** refers to the birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### Context

Section 175 of the Education Act 2002 requires Local Education Authorities and the Governors of maintained schools/colleges and further education colleges (FE) to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the college.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in children's behaviour and the outwards signs of abuse. Children may also turn to a trusted adult when they are in distress or at risk. It is vital that college staff are alert to the signs of abuse and understand the procedure for reporting their concerns.



## Abuse of Trust Statement

All college staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The college's Code of Ethical Practice sets out our expectations of staff.



## Vulnerable Children

### Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the college's Anti-Bullying Co-ordinator where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than tackling bullying procedures. In particular, research suggests that up to 30% of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the college will work with other relevant agencies to maintain the safety of the whole college community. Young people who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSL as soon as possible.

We will use the AIM project as a basis for our responses to harmful sexual behaviours.

### Sexual Exploitation of Children (CSE) and Criminal Exploitation of Children (CRE)

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. We recognise this is relevant to both boys and girls.

We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the college/setting who may be at risk and to report this.

Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

We will treat these children as exploited and they will be treated as victims. This college will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

We currently work in partnership with the Locality Children's Partnership (LCP), Early Help Advisors, Attend monthly CRE (Child at Risk of Exploitation) meetings with Social Care partners and also School Health.



Risk factors may include:

- Going missing; staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Overly secretive
- Association with gangs
- Unexplained injuries
- Carrying weapons, access to/carrying an unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a student, they will refer to the Safeguarding Designated Lead/s within the college.

### **Counter-Terrorism and Security Act 2015**

This act places a duty on specified authorities, childcare, education and other children's service providers, in the exercised of their functions, to have due regard to the need to prevent from being drawn into terrorism ('the Prevent duty').

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

The most significant point to note for college staff is 'comes to adopt' as this implies a change from previous behaviour and this is something that staff can look out for. Safeguarding students from radicalisation is no different from safeguarding them from other forms of harm. College staff are best placed to spot any signs before the situation becomes drastic. Changes in peer group, ideology and behaviour are more obvious to professionals with regular contact with students.

Young people being radicalised are subject to abuse of one form or another. They are being drawn into an environment which leads them into a single focussed mind-set and commitment to engage with a set of values and behaviours which are not in their best interest.

Signs to look out for in students:

- Changing their behaviour or appearance
- Adopting styles of clothes associated with groups whom they have had no previous connection, this could be faith or political based
- Becoming isolated from friends, peers or family members
- Becoming involved with groups of students who have strong ideological ideas
- Viewing websites which contain extremist ideologies or symbols
- Attempting to recruit others to an extremist ideology or cause
- Vocalising extremist ideologies, using extremist language
- Questioning identity and sense of belonging
- Glorifying current terrorist activity in the media
- Displaying extreme behaviour related to ideology and/or religion
- Requesting extended holiday leave to regions known to be unsafe or to places associated with the family
- Possessing or discussing extremist material



- Family not being aware of absences from classes.

All staff should be aware of the indicators of radicalisation and extremism and all concerns should be reported immediately to the DSL.

Where appropriate the college will make a referral to the DSCB CHANNEL programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism or radicalisation.

### **Female Genital Mutilation (FGM)**

FGM includes any mutilation of a female's genitals, including partial or total removal of the external genitalia for so-called cultural or other non-medical reasons. FGM is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal and is a Child Protection issue.

### **Indicators that a girl may be at risk of FGM**

- Days absent from college
- She has a parent from a practising community
- She and her family have a low level of integration into a community
- The mother or any sisters have experienced FGM
- Not participating in physical education
- She is withdrawn from PSHE
- She has talked about, or you know about, the arrival of a female family elder
- She talks about it to other students
- She refers to a 'special procedure' or 'special occasion' or 'becoming a woman'
- She is out of the country for a prolonged period
- She is taking a long holiday to her country of origin or another country where the practice is prevalent.

### **Indicators that a girl has experience FGM**

- A girl has problems walking/standing/sitting
- She spends a lot of time in the toilet
- She has a bladder or menstrual problem
- She has prolonged or repeated absences from school/college
- She has a reluctance to undergo medical examinations
- She is asking for help but giving a lack of explicit information.

Any concerns about FGM must be reported to the DSL immediately who will contact the Police, DSCB, Social Care and the FGM Helpline.

### **Allegations of abuse against other children / Peer on Peer abuse**

We recognise peer on peer abuse can take some of these forms:

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment
- Sexual violence
- Hate
- Homophobia
- Based on gender differences and orientation



- Based on difference.

We are working hard as a college to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

### **Honour Based Violence/ Forced Marriage**

The college and all its stakeholders know about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed. This will include a referral to the police made by Springwell Community College. If any staff are concerned about a student, they will refer to the Safeguarding Designated Lead/s within the college/setting. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child been subject to treats of or honour-based violence.

If any staff have concerns that a child may be or is subject to breast ironing, this is Child Abuse and Safeguarding procedures will be followed and in all cases:

- 'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage, pregnancy outside of marriage, interfaith relationships, seeking divorce, inappropriate dress or make-up and even kissing in a public place.
- HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).
- Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.
- In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.



## Learning from Serious Case Review (SCRs) and Serious Incident Learning Reviews (SILRs)

Derby City and Derbyshire Safeguarding Children Partnership recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding years.

### In 2019/20:

[Serious Case Reviews \(ddscp.org.uk\)](https://ddscp.org.uk)

Themes:

- Baby Deaths and injuries in pre- mobile infants
- Teenage Suicides
- Neglect

### In 2012 we have identified that:

**Babies** are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

**Teenagers** - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager.

Issues include:

- Suicide/self-harm
- Child Sexual Exploitation (CSE)
- Offending behaviour
- Missing from school/college, home or care
- Difficult to engage.

**Parents** - the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men.

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR sub-committee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording
- Assessing the complete circumstances of the child and family, including their history
- Critically analysing all information



- Ensuring the needs of the child are paramount above those of the parents
- Seeing a child at home and where they sleep.

### **In 2013/14 in summary form we learnt:**

Common themes:

- Domestic abuse
- Substance misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before the closure of cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have over optimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk.

### **In 2016/17 in summary form we learnt:**

- The importance of authoritative practice
- To be alert to disguised compliance
- The importance of professional curiosity
- To be alert to the possibility of abuse
- That all professionals should consider the need for an Early Help Assessment
- To hear the voice of the child
- Understand and record the child's lived experience.

### **In 2018/19 we learnt:**

- Appropriate representation is needed at key meetings - Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a Code of Conduct and staff to operate by one

### **Specific learning for schools/colleges from SCRs and Serious Incident Learning Reviews (SIR's) nationally**

- Appropriate representation is needed at key meetings - Child Protection Case Conferences
- Effective multi agency working
- Working more SMRT(LY) with children and young people
- Effective information sharing to inform assessment
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a Code of Conduct and staff to operate by one
- Professionals in all agencies should keep a clear focus on the child



- All schools/colleges must have robust systems in place for recording injuries or welfare concerns noted on children by staff, and schools/colleges must ensure that appropriate actions are taken
- The role of the Designated Safeguarding Lead for Child Protection in schools/colleges must be clearly understood and used effectively.

### **From SCR's (East Midlands and wider) in 2015 in summary form we need:**

- A requirement for holistic and family-based approach to ante-natal care and the importance of recording a full history of parents.
- A need for professional curiosity into parental capacity and the mental health of parents.
- To find out about the role of fathers/male partners/boyfriends in families.
- To understand how mental health issues impact on the welfare and development of young children.
- To act upon disrupted education, going missing and college/school refusal.
- To know about the need to distinguish between sexual abuse, sexual exploitation, and/or underage sexual activity.
- To identify neglect in disabled children.
- A requirement to know about and use escalation and challenge processes provided by a safeguarding board where there are professional disagreements.
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

### **From Recently Published findings - Derby City and Derbyshire 2020 (school aged children).**

From 2015 analysing 10 cases, themes:

- Parental mental ill health 5 cases
- Domestic abuse 4 cases
- Parental substance misuse 3 cases, Parental vulnerabilities 4 cases
- Think Family 3 cases
- Failure to identify abuse 5 cases
- Improving risk assessment 7 cases
- Information sharing 9 cases.

Theme Neglect:

- A feature in the abuse of 4 babies, 1 Pre-school, and 6 school age cases
- Parental vulnerabilities features in 3 of the cases of babies
- Missing education was a feature of 5 of the cases of older children
- Improving assessment featured as a learning area in 6 of the 11 cases (4 cases older children)
- Information sharing was a feature of 9 of the 11 cases.

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found on

[Derby and Derbyshire Safeguarding Childrens Partnership Board website.](#)



**Contact Details:****Starting Point: Tel: 01629 533 190**

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child is suffering or at risk of significant harm

All other requests for support for children and their families use an on line referral form

[www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)

**Call Derbyshire (Derbyshire adults 18+)****Tel:01629 533 190****Starting Point Professionals Advice Line****Tel: 01629 535 353****LADO (Local Authority Designated Officer)**[professional.allegations@derbyshire.gov.uk](mailto:professional.allegations@derbyshire.gov.uk)**Miles Dent****Tel: 01629 531940****Police Non Emergencies:****101**

When to contact the Police:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>

DFE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults <https://www.gov.uk/report-child-abuse>

**CEOP:**<https://www.ceop.police.uk/>**Cyber Crime**[www.saferderbyshire.gov.uk/cyberchoices](http://www.saferderbyshire.gov.uk/cyberchoices)**NSPCC - National Helpline:**

0808 800 5000

**Childline:**

0800 11 11

**Prevent:**

Alison Chandler is the lead officer for Prevent at Derbyshire County Council

Ali Chandler

[ali.chandler@derbyshire.gov.uk](mailto:ali.chandler@derbyshire.gov.uk)

01629 538494

07771 980107

01629 538473

Prevent Lead

Making a Prevent referral Derby & Derbyshire

[www.saferderbyshire.gov.uk/preventreferral](http://www.saferderbyshire.gov.uk/preventreferral)

**Child Protection Manager Schools/Educational Settings** Derbyshire County Council:

Ann Homewood

01629 531079

[Ann.homewood@derbyshire.gov.uk](mailto:Ann.homewood@derbyshire.gov.uk)

DCC Child Protection/ Safeguarding Team:

01629 532178

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team





## Remote/Off-Site Working Advice for Schools PUBLIC

### The aim of this document

To promote the importance of safe working practice and Cyber Security for remote/off-site workers during the COVID-19 Pandemic, and to draw together in one document the various guidance that has been provided by Derbyshire County Council for staff, by Cyber Security Experts and the UK Government.

### The purpose of this document

To provide school staff with clear advice for addressing and minimising potential threats to Cyber Security and Data Privacy.

Further information is available from the GDPR in Schools team and Tracy Coates, Senior Community Safety Officer: [tracy.coates@derbyshire.gov.uk](mailto:tracy.coates@derbyshire.gov.uk)

### Audience

This document is intended for Headteachers, Business Managers, IT Managers and IT Co-ordinators.

### Introduction

Cyber-crime is on the increase and simple measures can drastically reduce the likelihood and effects of cyber-attacks. As well as cost implications, physical impact and reputational damage, cyber security breaches can also lead to unauthorised access to information of a sensitive nature. All school staff need to be up to date on the latest cyber security threats and the best methods for protecting data.

Mobile devices are now critical to the functioning of your school. It is vital staff follow school policies for software-updating, backups, and protective-controls such as strong passwords and encryption.

#### 1 School Policy and Procedures

Whilst school staff are working remotely they should still follow school policies and understand their responsibilities relating to confidentiality and security. School policies and procedures protect both individual staff and the school, enabling the school to maintain functions and provide the structure needed to continue to provide services to children and families.

- 1.1 Take this opportunity to remind users about your Acceptable Usage Policy (AUP). Remind staff not to lend their machines to their children or other members of their family.
- 1.2 Staff must be conscious of the school's reputation when using communication platforms. Remind staff professional standards apply.
- 1.3 Keep a printed copy of your procedures and checklists offsite or securely store them in the cloud.
- 1.4 Remind staff that you can monitor/check their activity as per your policies and terms and conditions of employment. At home, staff may 'forget' they are using work devices and the delineation is more blurred.
- 1.5 Have a designated method for staff to send critical messages (health, safety, mental health, security incident) quickly and securely. Consider how this would work if the issue was IT related.
- 1.6 If using file sharing services be sure to check who has 'modify or read-write' access, who can view and who is the document owner. Ensure there is access to school policies and key documents for staff.



## Dealing with Allegations Against Staff, Volunteers and Carers

Springwell Community College will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Derby City and Derbyshire Safeguarding Children Partnership website.

If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the college/setting is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical allegations of abuse taking place in the college/setting.

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the [Derby and Derbyshire LADO Referral Form](#) and that this is done by an appropriate member of the Senior Management Team.

***(You can reference to your LADO flowchart here and reference to the location of the LADO referral form for Derbyshire from either the Headteacher or Deputy Headteacher***

The college will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children's Social Care services may be appropriate.

If a report is shown to be deliberately invented or malicious, the college/setting will consider sanctions.

Where the allegations are substantiated, the college will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four.

## **Keeping Children Safe in Education statutory guidance for schools/colleges**

A low-level concern:

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'.

This college/setting will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.



The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to All Staff and in line with our Staff Code of Conduct and Guidance around Safer Working practices and promote a safe culture in college.

