

Child Protection and Safeguarding Policy



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Designated Safeguarding Lead	Mrs Tracy French
Deputy Designated Safeguarding Lead	Mrs Sasha Agnew
Principal	Ms Alex Newton
Chair of Governors	Mr Kevin Hill
Nominated Governor	Mrs Jo Sandbrook

1. Policy statement and principles

The college's safeguarding arrangements are inspected by Ofsted under the judgements for personal development, behaviour and welfare, and leadership and management. This policy is available on the college website and is given to all members of staff and volunteers. A copy is held in the main office.

Our core safeguarding principles are:

- ▲ the college's responsibility to safeguard and promote the welfare of children is of paramount importance;
- ▲ safer children make more successful learners;
- ▲ the policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

2. 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 and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Torbay Local Safeguarding Children Board (TSCB).

The policy principles are:

- ▲ The welfare of the child is paramount;
- ▲ All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- ▲ All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- ▲ Students and staff involved in child protection issues will receive appropriate support.

The aims of the policy are to:

- ▲ To provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- ▲ To ensure consistent good practice;
- ▲ To demonstrate the college's commitment with regard to child protection to students, parents and other partners.

3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

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

4. Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained colleges and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Teacher Standards 2012 state that teachers, including principals should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance '*Working Together to Safeguarding Children 2015*' covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children.

The statutory guidance Keeping Children Safe in Education 2016 is issued under Section 175 of the Education Act 2002, the Education (Independent College Standards) Regulations 2014 and the Education (Non-Maintained Special Colleges) (England) Regulations 2011. Colleges and schools must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. All staff must read Part One of this guidance and all staff return a reply slip to declare this material has been read annually.

'*What to do if you're worried a child is being abused 2015*' is advice for practitioners which is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. All staff must read this guidance and all staff return a reply slip to declare this material has been read annually.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in college when they are in distress or at risk. It is vital that all college staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The college will always act on identified concerns.

5. Roles and responsibilities

All staff at the college have a responsibility to be aware and attentive to the safeguarding of children. It is everybody's duty to report to the Designated Safeguarding Lead any concerns or disclosures.

Role	Contact	Contact Details
Designated Safeguarding Lead (DSL)	Tracy French	tfrench@thespirescollege.com 01803 400660
If unavailable, the Deputy Designated Safeguarding Lead (DDSL)	Sasha Agnew	sagnew@thespirescollege.com 01803 400660
In case of importance, to be supported by a male member of staff	Duncan Smillie	dsmillie@thespirescollege.com 01803 400660
Nominated member of the governing body	Jo Sandbrook c/o email address	tfrench@thespirescollege.com 01803 400660
Local Authority Designated Officer (LADO)	John Edwards	John.edwards@torbay.gov.uk 01803 208409
Torbay Education Safeguarding Service (TESS) Education Senior Practitioner	Sarah James	sarah.james@torbay.gov.uk 07525 815441

All schools should appoint a member of the senior leadership team to coordinate child protection. **Our Designated Safeguarding Lead (DSL) is Tracy French.**

The Designated Safeguarding Lead:

- ▲ has the status and authority within the college to carry out the duties of the post, including committing resources and supporting and directing other staff;
- ▲ is appropriately trained, with updates every two years;
- ▲ acts as a source of support and expertise to the college community;
- ▲ encourages a culture of listening to children and taking account of their wishes and feelings;
- ▲ is alert to the specific needs of children in need, those with special educational needs and young carers;
- ▲ has a working knowledge of TSCB procedures;
- ▲ makes staff aware of training courses and the latest policies on safeguarding;
- ▲ has an understanding of locally agreed processes for providing early help and intervention;
- ▲ keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file;
- ▲ notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- ▲ ensure that when a student leaves the college their child protection file is passed to the new college (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. The student's social worker is also informed;
- ▲ attends and/or contributes to child protection conferences;
- ▲ coordinates the college's contribution to child protection plans;
- ▲ develops effective links with relevant statutory and voluntary agencies including the TSCB;

- ▲ ensures that all staff sign to indicate that they have read and understood the child protection policy;
- ▲ ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors regarding this;
- ▲ liaises with the nominated governor and principal (where the role is not carried out by the principal) as appropriate;
- ▲ keeps a record of staff attendance at child protection training;
- ▲ makes the child protection policy available publicly, on the college's website or by other means;
- ▲ ensure parents are aware of the college's role in safeguarding and that referrals about suspected abuse and neglect may be made.

The Deputy Designated Safeguarding Lead (DDSL):

Is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the designated safeguarding lead, the deputy will assume all of the functions outlined above.

The Governing Body:

- ▲ Ensures that the college appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- ▲ ensures that the DSL role is explicit in the role holder's job description;
- ▲ has a child protection policy and procedures, including a staff behaviour policy/code of conduct, that are consistent with TSCB and statutory requirements, reviewed annually and made available publicly on the college's website or by other means;
- ▲ has procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal and allegations against other children;
- ▲ follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations;
- ▲ develop a training strategy that ensures all staff including the principal, receive information about the college's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the TSCB. The DSL receives refresher training at two- yearly intervals;
- ▲ ensures that all staff, including temporary staff and volunteers are provided with the college's child protection policy and staff behaviour policy;
- ▲ ensures that the college contributes to early help arrangements and inter agency working and plans;
- ▲ provides a coordinated offer of early help when additional needs of children are identified;
- ▲ consider how students may be taught about safeguarding including e-safety as part of a broad and balanced curriculum.

The governing body nominates a member (normally the Chair of Governors) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the principal.

It is the responsibility of the governing body to ensure that the college's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, TSCB and national guidance.

An annual report will be submitted, as required, to the Local Authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Principal:

- ▲ ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff;
- ▲ allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- ▲ ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ▲ ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- ▲ College leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided;
- ▲ liaises with the designated officer or team in the local authority where an allegation is made against a member of staff;
- ▲ ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

6. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. 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, respectful and safe behaviour among students;
- ▲ being a good listener;
- ▲ being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation;
- ▲ recognising that challenging behaviour may be an indicator of abuse;
- ▲ reading and understanding the college's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing;
- ▲ asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE 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;
- ▲ applying the use of reasonable force only as a last resort and in compliance with college and TSCB procedures;
- ▲ referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or Early Help, Torbay or the MASH – Multi Agency Safeguarding Hub ;
- ▲ following the college's rules with regard to relationships with students and communication with students, including on social media.

See also Code of Conduct policy. All staff are provided with a copy of this policy and all staff return a reply slip to declare this material has been read annually.

7. Abuse of a position of trust

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 Safeguarding Code of Conduct sets out our expectations of staff and distributed to all staff. Teaching and Support staff sign a letter of confirmation regarding the Keeping Children Safe in Education updated statutory guidance 2016 and these are all held with the DSL. Volunteers to the College on a short day are provided with The Role of Every Adult – Guidelines for handling child protection concerns information. (Appendix 3) Volunteers on a long term stay follow the same processes and protocol as any new member of staff in accordance with the College induction programme.

8. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or 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 reluctance on the part of some adults to accept that abuse can occur.

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;
- young carers;
- affected by parental substance misuse, domestic violence or parental mental-health needs;
- 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 and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- at risk of sexual exploitation;
- do not have English as a first language;
- at risk of female genital mutilation (FGM);
- at risk of forced marriage;
- at risk of being drawn into extremism.

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.

9. Missing children

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the college day including referrals to and attendance at The Missing and Child Sexual Exploitation forum (MACSE) when appropriate.

10. Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of college life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The college continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

11. Support for those involved in a child protection issue

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

- ▲ taking all suspicions and disclosures seriously;
- ▲ nominating a link person who will keep all parties informed and be the central point of contact;
- ▲ where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest;
- ▲ responding sympathetically to any request from students or staff for time out to deal with distress or anxiety;
- ▲ maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- ▲ storing records securely;
- ▲ offering details of helplines, counselling or other avenues of external support;
- ▲ following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures;
- ▲ co-operating fully with relevant statutory agencies.

12. Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the principal and governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and the Safeguarding Information Booklet for Students.

Complaints from staff are dealt with under the college's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the college's child protection procedures.

13. Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The college's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the principal. Complaints about the Principal should be reported to the chair of governors, chair of the management committee or proprietor.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

14. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the college will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2016) and in the college's Managing Allegations policy and procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the college, or historical allegations will be reported to the police.

15. Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the college's safeguarding/child protection policy and staff Code of Conduct policy reporting and recording arrangements, and details for the DSL. All staff, including the principal (unless the principal is the DL) and governors will receive training that is regularly updated and the DSL will receive training updated at least [every two years], including training in inter-agency procedures.

Supply staff and other visiting staff will be given the college's 'The Role of Every Adult – Guidelines for handling Child Protection concerns leaflet (Appendix 3).

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEND children, looked after children and young carers.

16. Safer recruitment

Our college endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2016) together with the TSCB and the college's Staff Recruitment procedures.

Safer recruitment means that applicants will:

- ▲ complete an application form which includes their employment history and explains any gaps in that history;
- ▲ provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- ▲ provide evidence of identity and qualifications;
- ▲ if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity;
- ▲ if offered employment, provide evidence of their right to work in the UK;
- ▲ be interviewed, if shortlisted.

The college will also:

- ▲ verify the preferred candidate's mental and physical fitness to carry out their work responsibilities;
- ▲ obtain references for all shortlisted candidates, including internal candidates;
- ▲ carry out additional or alternative checks for applicants who have lived or worked outside the UK;
- ▲ ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the college's child protection policy and staff behaviour policy and identification of their child protection training needs.

The college obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the college have been appropriately checked.

Trainee teachers will be checked either by the college or by the training provider, from whom written confirmation will be obtained.

The college maintains a single central record of recruitment checks undertaken.

17. Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2016) Part three.

18. Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the college and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

19. Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the college's risk assessment process and statutory guidance.

20. Contractors

Through the Campus Progress meetings and Safeguarding meeting the college ensures that PFI contractors Interserve checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

21. Site security

Visitors to the college, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the college's safeguarding and health and safety regulations to ensure children in college are kept safe. The principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

22. Extended college and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. 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 arrangements are in place.

23. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website, on social media or in newspapers or publications);
- seek parental consent;
- use only the student's first name with an image;
- ensure students are appropriately dressed;
- encourage students to tell us if they are worried about any photographs that are taken of them.

24. Online Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The college's e-safety policy, available on our website, explains how we try to keep students safe in college and protect and educate students in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

Many students own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Students are allowed to bring mobile devices to college. They are the responsibility of the student and every student has to abide by the mobile policy.

25. Staff/student relationships

The college provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

26. Child protection procedures

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute 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 by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse:

▲ Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

▲ 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although 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 the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

These definitions are taken from 'Keeping Children Safe in Education 2016'.

27. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling anti-bullying procedures. All students and parents receive a copy of the procedures on joining the college and the subject of bullying is addressed at regular intervals in our delivery of SMSC. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the principal and the DSL will consider implementing child protection procedures.

28. Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused. A child who is being abused, neglected or exploited may:

- ▲ have bruises, bleeding, burns, fractures or other injuries;
- ▲ show signs of pain or discomfort;
- ▲ keep arms and legs covered, even in warm weather;
- ▲ be concerned about changing for PE or swimming;
- ▲ look unkempt and uncared for;
- ▲ change their eating habits;
- ▲ have difficulty in making or sustaining friendships;
- ▲ appear fearful;
- ▲ be reckless with regard to their own or other's safety;
- ▲ self-harm;
- ▲ frequently miss college, arrive late or leave the college for part of the day;
- ▲ show signs of not wanting to go home;
- ▲ display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- ▲ challenge authority;
- ▲ become disinterested in their college work;
- ▲ be constantly tired or preoccupied;
- ▲ be wary of physical contact;
- ▲ be involved in, or particularly knowledgeable about drugs or alcohol;
- ▲ display sexual knowledge or behaviour beyond that normally expected for their age;
- ▲ acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

29. Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

30. Taking action

Any child, in any family in any college could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- ▲ in an emergency take the action necessary to help the child, if necessary call 999;
- ▲ report your concern as soon as possible to the DSL;
- ▲ do not start your own investigation;
- ▲ share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- ▲ complete a record of your concern;
- ▲ seek support for yourself if you are distressed.

31. If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but 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 physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they 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 or an accident has occurred. It is fine for staff to ask the student if they are OK or if they can help in any way.

If staff are unclear whether their observations present a risk then they must consult the DSL. When a pattern becomes clear these should be discussed with Torbay Education Safeguarding Service. The DSL will log the concerns.

32. If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

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

During conversations with students' staff will:

- ▲ allow them to speak freely;
- ▲ remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener;
- ▲ give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- ▲ not be afraid of silences – staff must remember how hard this must be for the student;
- ▲ under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student's mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe.....;
- ▲ at an appropriate time tell the student that in order to help them, the member of staff must pass the information on;
- ▲ not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- ▲ avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- ▲ tell the student what will happen next. The student may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day;
- ▲ report verbally to the DSL even if the child has promised to do it by themselves;
- ▲ write up their conversation as soon as possible on the record of concern form and hand it to the designated person;
- ▲ seek support if they feel distressed.

33. Notifying parents

The college will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the college believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

34. Enquiry to the MASH – Multi Agency Safeguarding Hub

The DSL will make an enquiry to the MASH if it is believed that a student is suffering or is at risk of suffering significant harm and in accordance with the TSCB Torbay Assessment Framework for Safeguarding Children, Young People and their Families. The student (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to children's social care if they genuinely believe independent action is necessary to protect a child.

35. Children with 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 procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent 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, including any known online sexual behaviour, should speak to the DSL as soon as possible.

36. Sexual exploitation of children

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, drugs and alcohol, 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.

The college includes the risks of sexual exploitation in the SMSC curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

The college will engage with and make referrals to the MACSE process and where appropriate and make an enquiry to TESS or MASH for any child that goes missing if they are not known to Children's Services.

37. Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so key college staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students going on a long holiday during the summer vacation period. Section 5B of the FGM Act 2003 places a statutory duty on teachers along with regulated Health and Social Care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and in consultation with the DSL.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See TSCB guidance for further information).

38. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. College staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (See TSCB guidance for further information).

39. Self-Harm

When staff become aware that a student is self-harming they must inform the DSL, their deputy or in a member of the safeguarding team as a matter of urgency: the DSL will investigate further to ascertain the severity of the self-harming behaviour, and if it is genuine self-harm will discuss with the student's parents and escalate to Children's Social Services in accordance with the TSCB Torbay Assessment Framework for Safeguarding Children, Young People and their Families.

40. Trafficking

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

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as organ donation or 'harvesting', all Agencies should remain vigilant.

Whilst the majority of child trafficking cases known about involve cross border movement, it is also known that child trafficking occurs within the UK. A number of serious cases involving organised CSE and trafficking have raised this issue and, whilst this guidance focuses mainly on trafficking from abroad, agencies should be aware of the risks in relation to this type of trafficking.

Key college staff are trained to be aware of risk indicators and all college staff should be particularly alert to suspicions or concerns and report to the DSL.

41. Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and colleges should also remain alert to the risk of radicalisation into white supremacy extremism.

College staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the college follows the DfE advice Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Colleges (2014).

Further information on Preventing Radicalisation' has been included in Keeping Children Safe in Education in line with: Prevent Duty Guidance: for England and Wales, published in March 2015 as part of the UK's Counter Terrorism strategy. (Pages 10-15 for colleges, registered childcare providers and further education).

The Prevent Duty, Departmental advice for colleges and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Principals, Designated Safeguarding Leads and college staff. The document clarifies what the prevent duty means for colleges and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Colleges.pdf

(See TSCB guidance for further information).

42. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential college, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that colleges are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. The College's Admissions Offer provides details of Private Fostering Arrangement where possible to the DSL. (See TSCB guidance for further information).

43. Confidentiality and sharing of information

All staff will 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 Designated Safeguarding Lead, principal/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, following a number of cases where senior leaders in college had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2016) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- ▲ necessary and proportionate;
- ▲ relevant;
- ▲ adequate;
- ▲ accurate;
- ▲ timely;
- ▲ secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Written information is stored in a locked cupboard and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's college file and the college file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the college or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the principal (or DSL).

The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child.

44. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Torbay Childrens Services, police or the NSPCC if:

- ▲ the situation is an emergency and the Designated Safeguarding Lead, their deputy, the principal and the chair of governors are all unavailable;
- ▲ they are convinced that a direct report is the only way to ensure the student's safety;
- ▲ for any other reason they make a judgement that direct referral is in the best interests of the child.

45. Looked after children (LAC)

The most common reason for children becoming looked after is as a result of abuse or neglect. The college ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

46. Work Experience

The college has detailed procedures to safeguard students with work experience students. All work experience students are interviewed and DBS checks are carried out. Additional to this health and safety checks are also prepared by Education and Business Partnership South West.

47. Children staying with host families

The college may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the college follows the guidance in *'Keeping Children Safe in Education (2016)*, to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during college terms and we will work with the Local Authority to check that such arrangements are safe and suitable.

48. Useful TSCB contacts and website information

Devon and Torbay Safeguarding Boards	www.devonsafeguardingchildren.org 01803 207176
South West Child Protection Procedures	www.swcpp.org.uk
Child Protection and Online Protection Agency	www.ceop.org.uk and www.thinkyouknow.co.uk
Childline	0800 1111
NSPCC Helpline	0808 800 5000
Police (non-emergency)	101
Torbay Multi Agency Safeguarding Hub	torbay.safeguardinghub@torbay.gcsx.gov.uk 01803 208100 01803 524519 (out of hours)
Torbay Education Safeguarding Service (TESS) Education Senior Practitioner	www.selfinjurysupport.org.uk Sarah James sarah.james@torbay.gov.uk 07525 815441
Torbay Family Information Service	www.torbay.gov.uk/fis 0800 328 5974 fisenquiries@torbay.gov.uk

Appendix 1 – Staff Declaration



September 2016

Dear Teaching Staff, Support Staff and Volunteers

The Spires College Code of Conduct and Electronic Communications and Social Media Policy

All staff and volunteers working at The Spires College are expected to adhere to the Code of Conduct and Electronic Communications and Social Media Policy that are attached.

Please remember, “Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which could lead any reasonable person to question their motivation and intentions.”

Keeping Children Safe in Education – Updated Statutory Guidance

The Department for Education published its revised ‘Keeping Children Safe in Education’ statutory guidance in May 2016.

The Spires College is responsible for ensuring that all staff employed “must have regard to the guidance when carrying out their duties to safeguard and promote the welfare of children”.

For ease, the DfE have set out part one as a standalone document, a copy of which has been issued to you. A minimum requirement of The Spires College, as your employer, is to ensure that you read at least part one of the guidance.

The following documents are also available in hard copy from The Principal’s Office:

- ▲ TSCB Multi-Agency Safeguarding Procedures
- ▲ Keeping Children Safe in Education 2016
- ▲ Working Together to Safeguard Children 2013
- ▲ What to do if you think a child is being abused 2015
- ▲ Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2009

Please complete the declaration form below and return it to **Tracy French** as soon as possible.

Yours sincerely

Alex Newton
Principal

.....
Please return this slip to Tracy French, Designated Safeguarding Lead, as soon as possible via her pigeonhole, in the Reception or 1603.

Keeping Children Safe in Education – Updated Statutory Guidance 2016

I (name).....have read and fully understand:

- a) part one of the statutory guidance
- b) The Spires College Code of Conduct
- c) The Spires College Electronic Communications and Social Media Policy
- d) my responsibilities in relation to safeguarding and the expectations highlighted in the Code of Conduct and Electronic and Social Media Policy.

Signed:

Date:

Appendix 2 - Child Protection Designated Persons

When a child wants to talk to you about something that they are worried about . . .



- ▲ Allow the child to do the talking.
- ▲ Listen quietly and encouragingly.
- ▲ Remain calm and caring.
- ▲ Allow the child to finish.
- ▲ Explain you will have to tell someone.
- ▲ Make notes at the earliest possible opportunity.
- ▲ Use the child's own words where possible.
- ▲ Refer to a Designated Person immediately.
- ▲ Always write up a full report for the Designated Person.









- ▲ Do not postpone or delay the opportunity to listen.
- ▲ Do not ask leading or direct questions.
- ▲ Do not allow your feelings, such as anger, pity or shock to surface.
- ▲ Do not make promises of secrecy.
- ▲ Do not discuss with anyone other than the Designated Person.
- ▲ Do not interpret what you have been told, just record it.
- ▲ Do not make any physical contact.
- ▲ Do not delay on informing the Designated Person.
- ▲ Do not examine the student.

Our school has a duty to safeguard and promote the welfare of our students. All staff must be aware of the procedures that are in place. These are available on the staff intranet. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will discuss this with parents/carers first unless we have reason to believe that it is not in the best interests of the child.

Details of child protection procedures can be found at: www.swcpp.org.uk

In the unlikely event that no Designated Person is available, support is available from the Children's Social Care Advice and Assessment Team on 01752 308600.

Senior Designated Person	Designated Persons				
Tracy French	Sasha Agnew Vice Principal	Charlotte Fisk Pastoral Support Y7	Michele Lamacraft Pastoral Support Y11	Donna Pearson Pastoral Support SEND	Duncan Smillie Head of Year 7
					



SAFEGUARDING CHILDREN

The Role of Every Adult

Guidelines for Handling Child Protection Concerns

The Designated Safeguarding Lead:

Tracy French
Room 1603 (ext: 1603)

**Vice Principal and
Deputy Designated Safeguarding Lead:**

Sasha Agnew

Child Protection Officers:

Duncan Smillie
Charlotte Fisk
Michele Lamacraft
Donna Pearson

If you are ever concerned about a child's welfare or safety, **OR** if you feel a child may have been abused or at risk of abuse at home or elsewhere

YOU MUST DO SOMETHING ABOUT IT!

Don't assume someone else will take action

If you have concerns:

- ▲ See Tracy French (*if unavailable, see another member of the Safeguarding Team*)
- ▲ Keep a record of your concern, sign and date it.
- ▲ If you are at all uncertain whether to 'bother' someone – *pass the information on!*

What may raise our level of concern:

- ▲ Marks on the child's body
- ▲ Changed behaviours
- ▲ Comments made by the child - disclosure or descriptive remarks

However, there can be non-abusive reasons for these.

How to deal with a disclosure

▲ DO:

- ▲ Take the child seriously
- ▲ Take your time
- ▲ Let him/her speak
- ▲ Reassure them that it is alright to tell you
- ▲ Listen carefully
- ▲ Ask open questions - clarify by open questions
- ▲ Say what you will do next (*i.e.*, report to Designated Safeguarding Lead)
- ▲ Where possible, record verbatim, sign and date
- ▲ Provide factual information
- ▲ Consider medical attention
- ▲ Liaise with Designated Safeguarding Lead at the earliest opportunity, who will refer to Children's Services, if appropriate

▲ DO NOT:

- ▲ Promise to keep it a secret
- ▲ Stop the child from speaking
- ▲ Ask leading questions
- ▲ Question unnecessarily
- ▲ Make assumptions
- ▲ Minimise ("*That doesn't sound serious*")
- ▲ Try to deal with it on your own
- ▲ Delay in passing on your concern
- ▲ Force the child to recall
- ▲ Ask the child to show you any injuries requiring the removal of clothing
- ▲ End the conversation abruptly
- ▲ Criticise the alleged perpetrator

Next steps following disclosure

- ▲ Pass concern on to Tracy French, Designated Safeguarding Lead, as soon as possible
- ▲ Confidentiality – you should only discuss your concerns with appropriate other people- **it is not a matter for gossip**
- ▲ Record-keeping is essential – accurately record what is said and done

Key messages

- ▲ The welfare of the child is paramount
- ▲ Any child might be abused
- ▲ Most abusers are known to the child
- ▲ Valuing and respecting children contributes to their safety
- ▲ Indicators are just that
- ▲ Reporting and recording systems are vital
- ▲ Inter-agency co-operation is essential
- ▲ 90% of children are not abused
- ▲ Safeguarding is everybody's business
- ▲ Most child abuse is preventable

In Summary ...

Students will sometimes disclose sensitive information to someone they perceive as a friendly person. In this situation we ask that:

- ▲ You never promise to keep this information a secret.
- ▲ You do **NOT** ask leading questions.
- ▲ You make a written note of what is said, ideally at the time of disclosure or as soon afterwards as possible, using the student's words.
- ▲ You reassure the student that they were right to pass on their concerns.
- ▲ You pass this information on to the Designated Safeguarding Lead or a member of the Safeguarding Team.
- ▲ You keep this information confidential; it is not a matter for gossip.
- ▲ Do not worry that you might be wasting someone's time; if it concerns you - pass it on.

Adopted:	November 2016	Review Due:	October 2017
Reviewed: Amended:			