

SAFEGUARDING AND CHILD PROTECTION POLICY

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SAFEGUARDING AND CHILD PROTECTION POLICY

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SECTION A

1. INTRODUCTION

- 1.1 Joseph Chamberlain College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and vulnerable adults receiving education and training at the College. The College's responsibility to safeguard and promote the welfare of children and vulnerable adults is of paramount importance.

This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; The Education Act 2002 and in line with government publications including 'Working Together to Safeguard Children' 2013, Revised Statutory Guidance 2 'Framework for the Assessment of Children in need and their Families' 2000, 'What to do if you are Worried a Child is Being Abused' 2003 and it reflects 'Keeping Children Safe in Education' 2015.

All staff believe that the College should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

- 1.2 Joseph Chamberlain College is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and children/young people need to be safe and to feel safe in College;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Colleges must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.

1.3 Joseph Chamberlain College will fulfil their local and national responsibilities as laid out in the following documents:

- The most recent version of **Working Together to Safeguard Children (DfE)**
- The most recent version of **Keeping Children Safe in Education; Statutory guidance for Colleges and colleges (DfE)**
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002 S175**
- **Mental Health and Behaviour in Colleges; Department Advice (DfE 2014)**
- **Sexting in Colleges and Colleges responding to incidents and safeguarding young people (UKCCIS) 2016.**

2. DEFINITIONS

2.1 Safeguarding 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; and
- Taking action to enable all children to have the best life chances by accessing services as early as possible.

2.2 Throughout these policies and procedures, reference is made to “children and vulnerable young people”. This term is used to mean “those under the age of 18”. The Governing Body recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults. All children and young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

2.3 A child is legally defined as ‘any person who is under the age of 18 years’. Further education providers are required to safeguard and promote the welfare of children. The broad definition of a vulnerable adult is ‘a person who is 18 years of age or over, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation’.

2.4 The main categories of people covered by this definition of vulnerable adult include people:

- who have a learning disability
- who have physical or sensory impairments
- who have a mental illness including dementia
- who are old and frail
- detained in custody or under a probation order

- who are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker).

2.5 Children and vulnerable adults will include those who: are in care; have been previously 'looked after' by Social Services; are living independently and are under the age of 18; have had (or are still experiencing) mental health issues; have disabilities; are children that are also carers; have suffered abuse (as defined by the government).

3. OVERALL AIMS

3.1 This policy will contribute to safeguarding our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the College, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage and
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation or victimisation

3.2 This policy will contribute to supporting our students by :

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs

3.3 This policy will contribute to the protection of our students by :

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with students, parents and agencies

4. KEY PRINCIPLES

4.1 These are the key principles of safeguarding as stated by Birmingham Safeguarding Children Board :

- Always see the child first
- Never do nothing
- Do WITH, not TO, others
- Do the simple things better
- Have conversations, build relationships
- Outcomes not outputs

4.2 In addition the Board has identified the following key safeguarding messages for Colleges and colleges

- Every child is entitled to a rich and rounded curriculum
- Colleges and colleges operate with public money; this should be spent wisely, targeting resources on the evidenced needs of children at College now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of College life such as safeguarding.
- When issues arise, principals (Principals) should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

4.3 All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board in Right Service Right Time.

5. EXPECTATIONS

5.1 All staff and visitors will:

- Be familiar with this safeguarding policy in an appropriate manner
- Be subject to Safer Recruitment processes and checks, where they are new staff, supply staff, contractors, volunteers;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix one for current definitions and indicators)
- Record concerns and give the record to the Designated Safeguarding Lead
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two – you must inform the Designated Safeguarding Lead immediately and provide a written account as soon as possible.

5.2 All staff will receive annual safeguarding and child protection training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the Governing Body.

6. DEFINITIONS AND INDICATORS OF ABUSE

6.1 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); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
 - Stealing, scavenging and/or hoarding food;
 - Frequent tiredness or listlessness;
 - Frequently dirty or unkempt;
 - Often poorly or inappropriately clad for the weather;
 - Poor College attendance or often late for College;
 - Poor concentration;
-
- Affection or attention seeking behaviour;
 - Illnesses or injuries that are left untreated;
 - Failure to achieve developmental milestones, for example growth, weight;
 - Failure to develop intellectually or socially;
 - Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
 - The child is regularly not collected or received from College; or
 - The child is left at home alone or with inappropriate carers.

6.2. 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;

- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

6.3. **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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

6.4 **Sexual Exploitation**

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

6.5. **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 also involve seeing or hearing the ill-treatment of another person. 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

7. Children and Young People who abuse others

7.1 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Practitioners should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case

7.2 The needs of the victim and the needs of the alleged perpetrator **must** be considered separately.

- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children.
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes.
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children.

7.3 There is no clear boundary between incidents which should be regarded as abusive and incidents which are properly dealt with as bullying, sexual experimentation etc.

7.4 In order to give priority to them, issues relating to the safety of victims and potential victim must be discussed first and completely separately from any issues relating to the alleged perpetrator.

7.5 Physical abuse

If one child or young person causes harm to another, this should not necessarily be dealt with under these procedures: bullying, fighting and

harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (eg age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

7.6 Staff should also be aware that the abuse could be related to:

- **Sexual activity**
- **Group behaviour** – there may be evidence suggesting that two or more abusers have acted together and/or that more than one child has been abused.
- **Cyberbullying** – potential uses of information technology for bullying and abusive behaviour between young people.
- **Victims of crime** – there is the added vulnerability of children and young people who have been the victim of violent crime, including the risk that such young people may respond to this by abusing other, younger or weaker children.
- **Gangs** – children and young people may be vulnerable to abuse by other young people because of gang activity in the area.

8. **Safeguarding Students Vulnerable to Radicalisation**

(A list of Indicators of Vulnerability to Radicalisation is contained in Appendix 4)

- 8.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 8.2 The College values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

8.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism. The normalisation of extreme views may also make

young people vulnerable to future manipulation and exploitation. This exploitation and radicalisation should be viewed as a safeguarding concern and that protecting young people from the risk of radicalisation is part of the College's safeguarding duty.

8.4 The College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo- Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

8.5 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Risk Reduction

8.6 The College governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the College and put actions in place to reduce that risk. Risk assessment may include consideration of the College's RE curriculum, SEND policy, assembly policy, the use of college premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the college's profile, community and philosophy. To this end open source due diligence checks will be undertaken on all external speakers invited to our College. An example of this can be found at:

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

8.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

8.8 With effect from 1st July 2015 all Colleges are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

8.9 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 4.

8.10 Our College like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for our College is the Assistant Principal (Students). The responsibilities of the SPOC are described in Appendix 5.

8.11 Staff of the College will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

8.12 *The College* will monitor online activity with the College to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software, which in this College is called *e-Safe*.

8.13 When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

8.14 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

8.15 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

8.16 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

8.17 Colleges have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Colleges on [The Prevent Duty](#).

9. Safeguarding students who are vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking

- 9.1 Our safeguarding policy and the College's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 9.2 Our College keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 9.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans.
- 9.4 Our College works with and engages with families and the local communities to talk about such issues.
- 9.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 9.6 Our Designated Safeguarding Lead(s) know where to seek and get advice as necessary.
- 9.7 Our College brings in experts and uses specialist material to support the work we do.

Reporting of Female Genital Mutilation

- 9.8 With effect from October 2015 all Colleges are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the Designated Safeguarding Lead who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

10. Students who go missing from Education

- 10.1 A student going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. The College Attendance Officer will be alert to these safeguarding concerns when a student goes missing for an extended period,

or on repeat occasions. Such concerns will be reported immediately to the Birmingham MASH or the police as appropriate.

- 10.2 The College must notify the local authority of any pupil/student who fails to attend College regularly after making reasonable enquiries, or has been absent without the College's permission for a continuous period of 5 days or more. The College (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register because s/he –
- Has been taken out of College by their parents and is being educated outside the College system (e.g. home education);
 - Has ceased to attend College and no longer lives within a reasonable distance of the College at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the College of the change);
 - Displaced as a result of a crisis e.g. domestic violence or homelessness;
 - Has been certified by the College medical officer as unlikely to be in a fit state of health to attend College before ceasing to be of compulsory College age, and neither s/he nor his/her parent has indicated the intention to continue to attend the College after ceasing to be of compulsory College age;
 - Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the College at the end of that period; or
 - Has been permanently excluded.

10.3 Our College will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

B ROLES & RESPONSIBILITIES

Designated Personnel with responsibility for Child Protection are:

Designated Safeguarding Lead (DSL) for Child Protection: Elly Tobin (Principal)

Deputy Designated Safeguarding Lead (DSL) for Child Protection: David Blower (AP)

Designated Safeguarding Lead (DSL) for Child Protection: Kal Kunor (AP)

Designated Safeguarding Lead (DSL) for Child Protection: Robert Allsop (Pastoral Manager)

Designated Safeguarding Lead (DSL) for Child Protection: Samantha Bills (Senior Pastoral Manager)

Chair of Governing Body: Sue Anderson

Governor with responsibility for Safeguarding and Child Protection issues: Wendy Sharples

1. The Designated Safeguarding Lead

- 1.1 Our Designated Safeguarding Lead on the senior leadership team is Elly Tobin, Principal. The Principal has lead responsibility and management oversight and accountability for child protection and with the Assistant Principal will be responsible for coordinating all child protection activity.
- 1.2 The Deputy Designated Safeguarding Lead will have regular case monitoring reviews of vulnerable students. These reviews must be evidenced by minutes and recorded in case files.
- 1.3 When the college has concerns about a student, the Deputy Designated Safeguarding Lead will decide what steps should be taken and should advise the Principal.
- 1.4 Safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual student and or family. A written record will be made of what information has been shared with whom and when.
- 1.5 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home College policies and give due regard to which adults have parental responsibility.
- 1.6 Information will not be disclosed to a parent if this would put the young person at risk of significant harm.
- 1.7 If a student moves from our college, child protection records will be forwarded on to the Designated Safeguarding Lead at the new College/college, employer or training organisation with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact with the College may be necessary, especially on transfer. We will record where and to whom the records have been passed and the date.
- 1.8 If sending by post, student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 1.9 The DSL will ensure the College adheres to the BSCB procedures with regard to referring a child or vulnerable young adult if there are concerns about possible abuse keeping written records of all concerns about a child or vulnerable young adult even if there appears to be no need to make an immediate referral ensuring that all such records are kept confidentially and securely until the child's 25th birthday and are separate from the child's/vulnerable adult's other records.

The DSL will also ensure that an indication of further record keeping is marked on the child's/vulnerable adult's main records (file).

- 1.10 The DSL will ensure that advice and support are provided to other staff on issues relating to safeguarding and child protection along with appropriate training in safeguarding and child protection procedures
- 1.11 The DSL will ensure that parents of children and vulnerable young people within the College are aware of the College's Safeguarding and Child Protection Policy and will receive a copy of the policy on request.
- 1.12 The DSL will ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 1.13 The DSL will provide an annual report to the Governing Body of the College setting out how the College has discharged its duties. He/she is responsible for reporting deficiencies in procedure or policy identified by the BSCB (or others) to the Governing Body at the earliest opportunity. The Safeguarding and Child Protection Policy will be reviewed and updated annually and will be endorsed by the Governing Body

2. THE GOVERNING BODY

- 2.1 The Governing Body is the accountable body for ensuring the safety of the College.
- 2.2 The Governing Body will ensure that:
 - The College has a combined safeguarding and child protection policy in accordance with the procedures of Birmingham Safeguarding Children Board;
 - The College operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
 - At least one senior member of the College's leadership team acts as a Designated Safeguarding Lead, and at least a further deputy DSL is appointed ;
 - The Designated Safeguarding Leads attend appropriate refresher training every two years;
 - That appropriate time is made available to the DSL to allow them to undertake their duties;
 - The Principal and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework;
 - Temporary staff and volunteers are made aware of the College's arrangements for safeguarding & child protection and their responsibilities;
 - The College remedies any deficiencies or weaknesses brought to its attention without delay; and

- The College has procedures for dealing with allegations of abuse against staff/volunteers.
- 2.3 The Governing Body should review all policies/procedures that relate to safeguarding and child protection annually.
- 2.4 The Nominated Governor for safeguarding at the College is Wendy Sharples. The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.
- 2.5 The Nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- 2.6 The Nominated Governor will liaise with the Principal and the Designated Safeguarding Lead to produce a report at least annually for governors.
- 2.7 The Nominated Governor will liaise with the Principal and the Designated Safeguarding Lead to produce the annual Section 175 safeguarding self-assessment and ensure this is submitted on time to the Birmingham Safeguarding Children's Board.
- 7.8 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority in the event of allegations of abuse being made against the Principal.

3. The Nominated Child Protection Governor

- 3.1 The Nominated Governor is responsible for liaising with the DSL regarding child protection issues, including:
- ensuring that the College has procedures and policies which are consistent with the BSCB's procedures
 - ensuring that the Governing Body considers the College Policy on Child Protection each year
 - ensuring that each year the Governing Body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
- 3.2 The Designated Governor is responsible for overseeing the liaison between agencies such as the police and social services – as defined by the BSCB in connection with allegations against the Principal. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

4. Other Designated Staff Members

4.1 Other designated members of staff with responsibility for safeguarding issues are:

- Director (Students)
- Both Pastoral Managers

4.2 These designated staff members will:

- report to the DSL with lead responsibility
- know how to make an appropriate referral
- be available to provide advice and support to other staff on issues relating to safeguarding and child protection
- have particular responsibility to be available to listen to children and vulnerable young people studying at the College
- deal with individual cases, including attending case conferences and review meetings as appropriate.
- have received training in safeguarding and child protection issues and inter-agency working, as required by the BSCB, and will receive refresher training at least every 2 years

5. The role of all staff and other persons within the College

All staff have a duty to safeguard children and vulnerable adults. To carry out this duty they need to be:

- trained and aware of potential indicators of abuse
- open to hearing concerns from children and others, without seeking to investigate these concerns
- informed on how to report any concerns to their DSL
- informed on how to report any concerns relating to staff to the College Principal
- informed on how to report any concerns relating to their College Principal

6. Training

The DSL will receive training at level 3 in Safeguarding and Child Protection issues and inter agency working as required by the BSCB and will receive level 3 refresher training at least every two years. Other staff will receive appropriate Safeguarding and Child Protection training at level 2 at least every three years. The DSL will keep a record of all Safeguarding and Child Protection training completed.

7. Safer Recruitment and Selection

7.1 The College pays full regard to “Keeping Children Safe in Education”.(Sept.16)

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

- 7.2 All recruitment materials will include reference to the college's commitment to safeguarding and promoting the wellbeing of students.
- 7.3 All members of the Senior Designated Lead team will have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.

8. Staff Support

- 8.1 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.
- 8.2 Regular supervision will be offered to the DSL's within College, usually half termly and may be extended to other members of staff as deemed appropriate by the College.

9. Our Role in the Prevention of Abuse

- 9.1 We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
The Curriculum
- 9.2 Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).
- 9.3 Relevant issues will be addressed through all areas of the curriculum.

Other Areas of Work

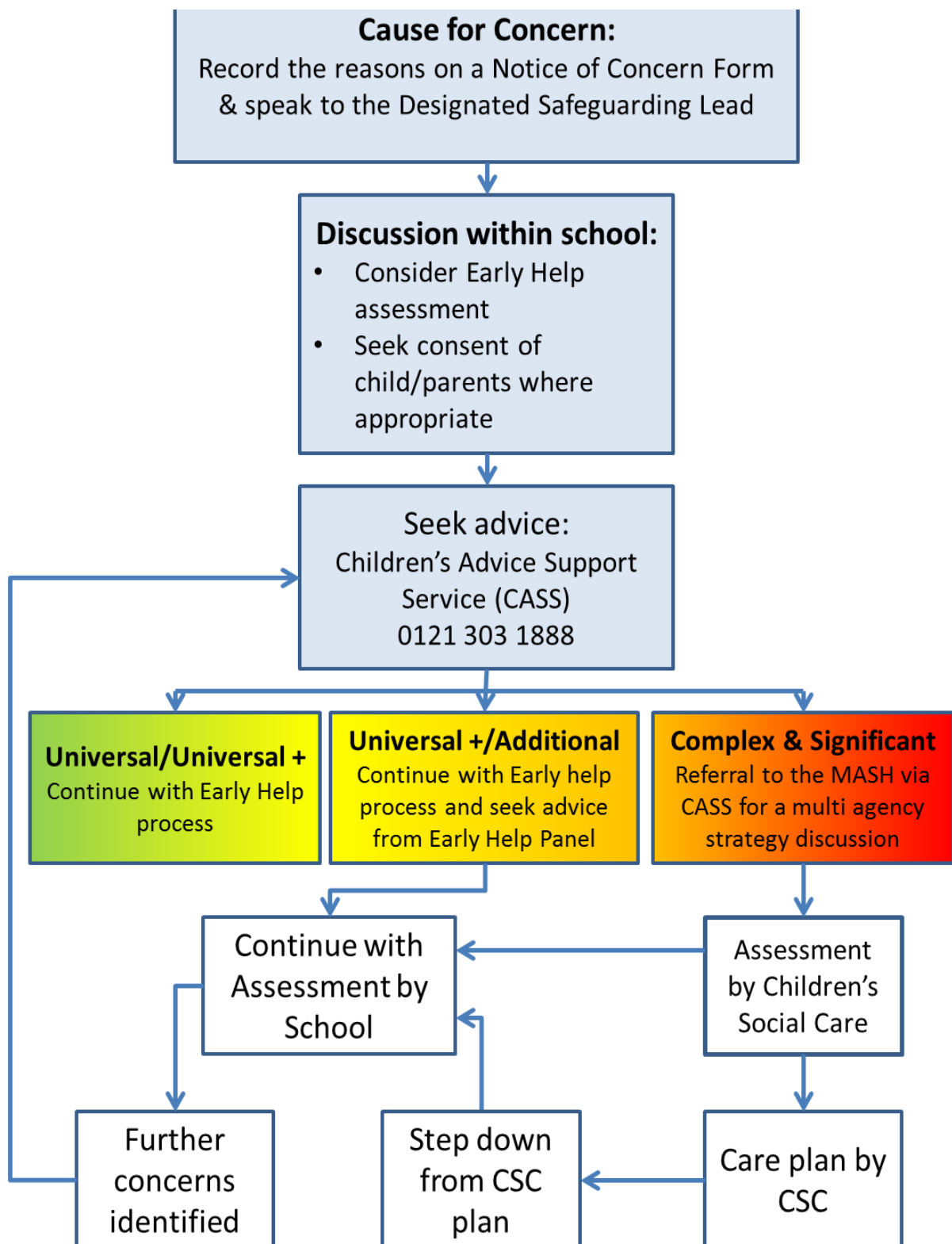
- 9.4 All our policies which address issues of power and potential harm, for example bullying, discrimination, equal opportunities, handling, positive behaviour, will be inter-linked to ensure a whole College approach.
- 9.5 Our safeguarding policy cannot be separated from the general ethos of the College, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

10. WHAT WE DO WHEN WE ARE CONCERNED

- 10.1 Where unmet needs have been identified for a child/ young person utilising the Right Services Right Time (RSRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to the College's vulnerable child list and support College staff to deliver an appropriate Early Help response.
- 10.2 In the first instance the child/young person will be enabled through the Signs of Safety and Wellbeing practice framework to express their lived experience. This will be documented in the '3 houses format' and added to the child's file. At this stage simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child/young person may then be removed from the vulnerable children list.
- 10.3 Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a College focused action plan with the child/young person and parent/carer as appropriate utilising the Signs of Safety and Wellbeing practice framework, the 3 columns of the Early Help Assessment or Early Help conversation log. This College focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed the child can then be removed from the vulnerable children list.
- 10.4 Should the professional opinion of the DSL indicate that a multiagency Early Help response is required in order to meet the unmet safeguarding need the DSL will initiate an Early Help Assessment and an Our Family Plan and register these documents with the Early Help support team. This multi-agency plan, with support from the Early Help panels as appropriate, will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

Should the DSL feel that a Think Family or Social care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required. The DSL will then oversee the agreed intervention from College as part of the multiagency safeguarding response and ongoing College focused support.

C Key Procedures in Dealing with Disclosure of Abuse and Procedure for Reporting Concerns



2. What to do if a learner tells a member of staff about possible abuse:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB It is not education staff's role to seek disclosures. Their role is to observe something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Principal or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Principal.

Note the main points carefully:

- The name of the complainant, and where different, the learner who has allegedly been abused
- When and where the alleged incident(s) took place, including date(s) and time(s)
- Who was present
- The account of what is alleged to have happened
- A description of any injuries observed
- Your name, signature and date

Never:

- ask leading questions
- ask the child or vulnerable young person to write down their account
- investigate with or without others
- take photographs of marks
- attempt any medical judgement
- arrange a medical examination
- tape or video record an interview
- ask a child or vulnerable young person to remove any clothing

Staff should always be aware of their own vulnerability and should take steps to minimise the risk to themselves whilst supporting the child or vulnerable young person.

We recognise that all matters relating to safeguarding and child protection are confidential. The DSL will disclose any information about a learner to other members of staff only on a need-to-know basis.

All concerns will be received by the DSL who will seek advice / make a judgement as to whether a referral to Social Care Services or any other action is necessary. This includes situations where any professional feels that a young person has abused another child or young person. (See Section D)

3. Involving Parents/Carers

- 3.1 In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the College will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 3.2 Parents/carers will be informed about our safeguarding policy through the College website.

4. Multi-Agency Work

- 4.1 We work in partnership with other agencies to promote the best interests of our children as a top priority in all decisions and actions that affect them. The College will, where necessary, liaise with these agencies and make requests

for support from children's social care. These requests will be made by the Designated Safeguarding Lead to the Children's Advice Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding social worker or family support worker, the request for support should go immediately to the team involved, or in their absence to their team manager.

- 4.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding College held data and intelligence to the discussion so that the best interests of the child are met.
- 4.3 We will co-operate with any child protection enquiries conducted by children's social care: the College will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 4.4 We will provide reports as required for these meetings. If the College is unable to attend, a written report will be sent. The report will, wherever possible, be shared by Social Care with parents/carers at least 24 hours prior to the meeting.
- 4.5 Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the College will contribute to the preparation, implementation and review of the plan as appropriate.

5. Our Role in Supporting Children

- 5.1 We will offer appropriate support to individual children who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.
- 5.2 A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.
- 5.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the College community through a multi-agency risk assessment. Within our College we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 5.4 We will ensure the College works in partnership with parents / carers and other agencies as appropriate.

6. Supporting Staff

We recognise that staff working in the College who have become involved with a child or vulnerable young person who has suffer harm or who is likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through the anxieties with the DSL and to seek further support as appropriate

D. Responding to an Allegation about a Member of Staff

- 1.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he is unsuitable to work with children.
- 1.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in College to abuse children.
- 1.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 1.3.1 Allegations or concerns about staff, colleagues and visitors must be reported direct to the Principal who will liaise with the Local Authority Designated Officer Team in children's social care who will decide on any action required.
- 1.3.2 If the concern relates to the Principal, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.
- 1.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Local Authority LADO team who will decide on any action required.

2. Receiving an Allegation from a Child or Vulnerable Young Person

- 2.1 A member of staff who receives an allegation about another member of staff from a child or vulnerable young person should follow the guidelines in Part C for dealing with disclosure.
- 2.2 The allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Chair of Governors. The Principal (or designated person if the allegation is against the Principal) should:
- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal (or designated person).
 - Record information about times, dates, locations and names of potential witnesses.

3. Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the College, they should speak in the first instance, to the Local Authority Designated Officer (LAD) following the Whistle-blowing Policy.

Whistle-blowing re the Principal should be made to the Chair of the Corporation.

4. Initial Assessment by The Principal (or designated person)

4.1 If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him /herself or interview pupils.

4.2 The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequence of the actions raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team ([Tel:0121 675 1669](tel:01216751669)). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the College's own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

4.3 Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Birmingham Safeguarding Children Board

5. Enquiries and Investigations

5.1 Child protection and vulnerable adult enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection and safeguarding agencies, including the police, have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.

- 5.2 The College shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.
- 5.3 If there is an investigation by an external agency, for example the police, the Principal (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated person) is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.
- 5.4 Subject to objections from the police or other investigating agency, the Principal (or designated person) shall:
- inform the child/children/vulnerable adult or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
 - ensure that the parents/carers of the child/vulnerable adult making the allegation have been informed that the allegation has been made and what the likely process will involve.
 - inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
 - inform the Chair of Governors and/or the designated governor of the allegation and the investigation.
- 5.6 The Principal (or designated person) shall keep a written record of the action taken in connection with the allegation.

6. Suspension of Staff

- 6.1 Suspension should not be automatic. In respect of staff other than the Principal, suspension can only be carried out by the Principal. In respect of the Principal, suspension can only be carried out by the Chair of Governors (or in his/her absence, the Deputy Chair).
- 6.2 Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- 6.3 Suspension should only occur for a good reason. For example:
- where a child/vulnerable adult is deemed to be at risk.
 - where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
 - where necessary for the good and efficient conduct of the investigation.

- 6.4 If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.
- 6.5 Prior to making the decision to suspend, the Principal (or Chair or Deputy Chair of Governors) should interview the member of staff. This should occur with the approval of the appropriate agency from the BSCB. In particular, if the police are engaged in an investigation the officer in charge of the case should be consulted.
- 6.6 The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.
- 6.7 During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.
- 6.8 If the Principal (or Chair or Deputy Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day.
- 6.9 Where a member of staff is suspended, the Principal (or Chair or Vice Chair of Governors) should address the following issues:
- the Chair of Governors should be informed of the suspension in writing.
 - the Governing Body should receive a report that a member of staff has been suspended pending investigation, the detail given to the Governing Body should be minimal
- 6.10 Where the Principal has been suspended, the Chair or Vice Chair of Governors will need to take action to address the management of the College
- 6.11 the parents/carers of the child making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension.

- 6.12 Senior staff who need to know of the reason for the suspension should be informed depending on the nature of the allegation, the Principal should consider with the nominated Governor whether a statement to the learners of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity
- 6.13 The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The BSCB and external investigating authorities should be consulted.
- 6.14 The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.
- 6.15 The suspension should remain under review in accordance with the College disciplinary procedures.

7. The Disciplinary Investigation

- 7.1 The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.
- 7.2 The member of staff should be informed of:
the disciplinary charge against him/her.
his/her entitlement to be accompanied or represented by a trade union representative or friend.
- 7.3 Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.
- 7.4 The child/children or vulnerable adult(s) making the allegation(s) and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).
- 7.5 The Principal (or designated person) should give consideration to what information should be made available to the general population of the College.

8. Allegations without foundation

- 8.1 Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the BCSB in order that other agencies may act upon the information.
- 8.2 In consultation with the designated Governor, the Principal shall:
- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection

action will be taken. Consideration will be given to offering counselling/support.

- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

9. Records

9.1 It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

9.2 If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the Secretary of State for Education under the "List 99" procedures.

10. Monitoring Effectiveness

10.1 Where an allegation has been made against a member of staff, the nominated Governor, together with the DSL should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the BSCB. Consideration should also be given to the training needs of staff.

11. CHILDREN WITH ADDITIONAL NEEDS

11.1 The College recognises that all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

11.2 When the College is considering excluding, either fixed term or permanently, a vulnerable pupil or one who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

12. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

- 12.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.
- 12.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.
- 12.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include –
- Children who need alternative care because of parental illness;
 - Children whose parents cannot care for them because their work or study involves long or antisocial hours;
 - Children sent from abroad to stay with another family, usually to improve their educational opportunities;
 - Unaccompanied asylum seeking and refugee children;
 - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
 - Children staying with families while attending a College away from their home area.
- 12.4 There is a mandatory duty on the College to inform the local authority of a private fostering arrangement - this is done by contacting the CASS (0121 303 1888). The local authority then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Other Specific Circumstances

- 12.5 Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures as listed below:

[Bullying](#)

[Children with Disabilities](#)

[Children Affected by Gang Activity](#)

[Children Living Away from Home](#)

[Children of Parents with Mental Health Problems](#)

[Children Missing from Care, Home and Education](#)

[Children of Parents who Misuse Substances](#)

[Child Sexual Exploitation](#)

[Domestic Violence and Abuse](#)

[E-Safety – Children Exposed to Abuse through the Digital Media](#)

[Fabricated or Induced Illness](#)

[Faith Abuse](#)

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Honour Based Violence](#)

[Hate](#)

[Missing Children & Adults](#)

[Safeguarding Children and Young People against Radicalisation and Violent Extremism](#)

[Relationship Abuse](#)

[Sexting](#)

[Trafficked Children](#)

[Underage Sexual Activity](#)

[Violence against Women and Girls](#)

I Other Policies

This policy links to:

Staff Code of Conduct

Learner Behaviour Policy;

Consensual Relationships between Staff and Learners Policy,

E-Safety Policy

Anti-bullying and Harassment Policy

Health and Safety Policy.

J Short Summary Flowchart

1. Allegation of Abuse is made
 - a. make notes of what is said by learner
 - b. do not question the learner and try to investigate yourself

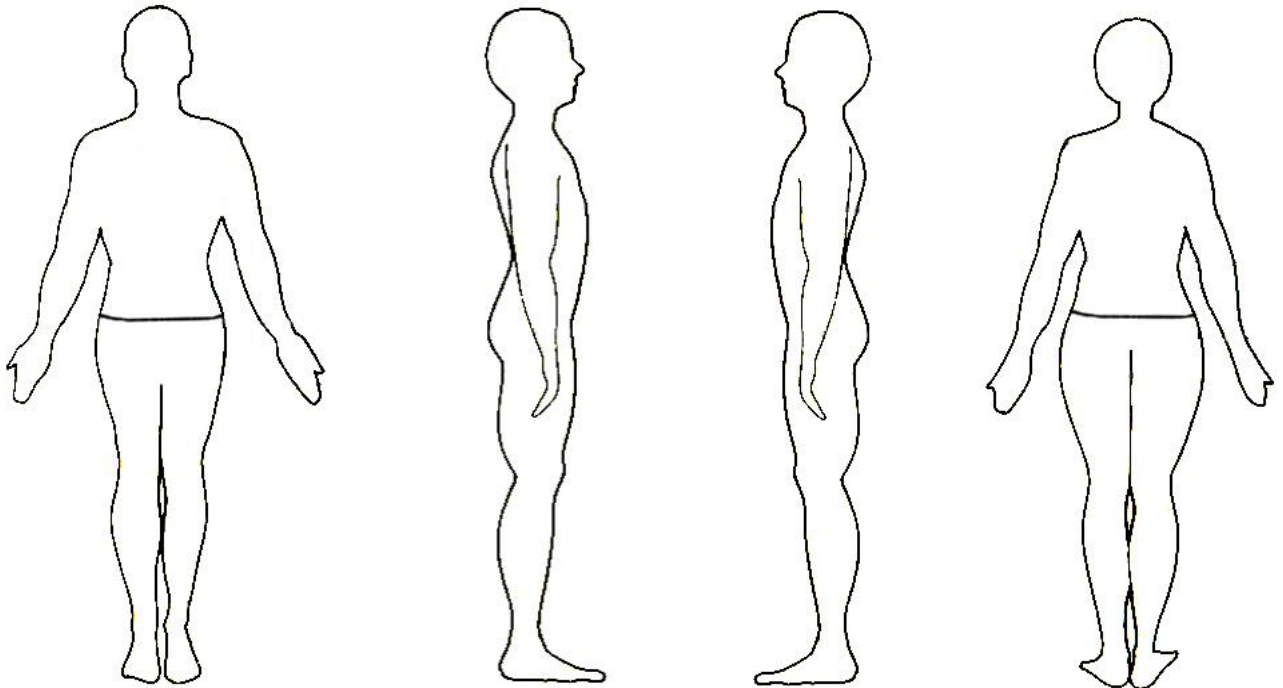
2. Is allegation against the Principal? If Yes – go to step 4; If No – go to step 3

3. Report to DSL
 - a. DSL counter-signed the report from the member of staff reporting the allegation
 - b. DSL makes notes
 - c. DSL informs parents/carers (if considered safe to do so)
 - d. DSL contacts relevant agencies including the police and BSCB
 - e. DSL informs the member of staff of the allegation against them (if a member of staff is involved)
 - f. DSL decides whether or not a staff suspension is required
 - g. DSL keeps record of what actions have been taken
 - h. DSL decides if further disciplinary actions are required
 - i. DSL informs staff (who is facing allegation) of their rights

4. If the allegation is against the Principal
 - a. The Nominated Governor should be informed
 - b. The Nominated governor will carry out steps 3a – 3f above

APPENDIX 1

INDICATE ON THE GRAPH BELOW THE POSITION OF ANY MARKS OBSERVED



Name of Student:

Signed:	_____	Date:	_____
	(Sign and attach any additional pages if needed)		_____
Signed:	_____	Date:	_____
	(Sign and attach any additional pages if needed)		_____
Signed:	_____	Date:	_____
	(Sign and attach any additional pages if needed)		_____

APPENDIX 2

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 DSL.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain and 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
- having difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss College or arrive late
- 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

Circumstances and occurrences that may point to FGM happening:

- Talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

Signs that may indicate a child has undergone FGM:

- Prolonged absence from college or other activities
- Behaviour change on a return from a holiday abroad
- Bladder or menstrual problems
- Finding it difficult to sit

- Mentioning something the somebody did to them that they are not allowed to talk about
- Secretive behaviour
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Indicators that Forced Marriage has taken place:

- Whistle-blowing from younger siblings
- Changes in adolescent behaviours

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 you report your concerns – you do not need 'absolute proof' that the child is at risk.

APPENDIX 3

Summary of Child Protection Information for Visitors and Volunteers

While the prime focus of Joseph Chamberlain College is to secure the best educational provision for each student, the school recognises that the safety, welfare and care of students is paramount. We are committed to the highest standards in protecting and safeguarding the students entrusted in our care at all times.

We adhere to the Birmingham Safeguarding Children Board (BSCB) procedures and the Birmingham Education Services Child Protection Procedures.

If you have a concern about a student who is being harmed or at risk in any way, contact one of the following Designated Senior Leader's (DSL) for Child Protection urgently and complete a note of concern.

Elly Tobin, Principal
David Blower, Assistant Principal
Kal Kunor, Director of Studies – Student Behaviour
Samantha Bills, Senior Pastoral Manager
Robert Allsop, Senior Pastoral Manager

If a student makes a disclosure you must ensure that :

- You listen carefully to the student
- You do not promise confidentiality
- You do not ask leading questions
- You record relevant information verbatim, and report the disclosure to the DSL as soon as possible

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that College staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention.
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 5

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

- Ensuring that staff of the College are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the College in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the College's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the College about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the College for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and sharing any relevant additional information in a timely manner.
- Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
 - Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.