



Child Protection Policy And Procedures

October – 2015 – October 2016

Unity College fully recognises its responsibilities for Child Protection.

The DSL is Mrs A Hodgson. Other staff with responsibility for Child Protection and Safeguarding are Diane Taylor / Beverley Worthington / Sally Cryer

Our policy applies to all staff, governors and volunteers working in the college. There five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse
- support students who have been abused in accordance with his/her agreed child protection plan
- establish a safe environment in which children can learn and develop.

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

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the college whom they can approach if they are worried
- include opportunities in the ID curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- have an effective communication system where concerns can be raised.

Under the Children Act 1989 a bullying incident should be addressed as a Child Protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Abuse/Misuse/Exploitation

Unity College will follow all Safeguarding and Child Protection concerns in relation to –

Neglect

Emotional abuse

Physical abuse

Sexual abuse (including sexting)

Sexual exploitation

Domestic violence (including teenage relationship abuse)

Self-harm

Forced marriages

Honour based violence

Fabricated and induced illness

Female genital mutilation

Alcohol and drug misuse

Child exploitation

Faith abuse

Gender based violence

Gang and youth violence

Child Missing in Education
Radicalisation and extremist behaviour
Trafficking
Following Lancashire County Council expectations and procedures and the Local Safeguarding Children Board.

We will follow the procedures set out by the Local Safeguarding Children's Board and take account of guidance issued by the DCSF to:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection. (Chair – A Kelly).
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the college and staff for child protection by setting out its obligations on the college website and by means of an information booklet sent out to parents whilst their child is in year 7.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a student who is on the child protection register.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Ensure all records are kept securely, separate from the main student file, and in locked locations.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- If an allegation is made against the Headteacher, the Chair of Governors will be informed immediately.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The college may be the only stable, secure and predictable element in the lives of children at risk. When at college their behaviour may be challenging and defiant or they may be withdrawn. The college will endeavour to support the student through:

- The content of the curriculum.
- The college ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The college Behaviour Policy which is aimed at supporting vulnerable students in the college. The college will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as Children's Social Care, East Lancashire Child & Adolescent Service, education and educational psychology service.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new college immediately and that the child's social worker is informed.
- The use of Student Support Services where needed.

Roles and Responsibilities

The Governing Body will ensure that:

- There is a clear accountability for the commissioning and/ or provision of services designed to safeguard and promote the welfare of children.
- There is a Senior Leadership Team to take responsibility for the college's safeguarding arrangements (and a nominated governor).
- The college has a child protection policy and safeguarding policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, are updated annually, and available publicly either via the college website or by other means.
- All staff read at least part one of DfE statutory Guidance 'Keeping Children Safe in Education'.
- All staff undertake appropriate child protection training.
- A senior member of the college Leadership Team is designated to take lead responsibility for child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSIE 2015) and there is always 'cover for the role' ie a backup DSL.
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or support other staff to do so – and to contribute to the assessment of children.
- A designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- The college has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers, on induction.
- The college has a written recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
- The college has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- A governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegation of abuse being made against the Headteacher.
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education. (PSCHE, and/or through sex and relationship education (SRE)).
- There are procedures in place to handle allegations against other children.
- Where services or activities are provided on the college premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, and liaises with the college on these matters where appropriate.
- There is an annual review of policies and procedures/safeguarding arrangements and this is presented to the governing body.
- Without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

The Headteacher ensures that:

- The policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
- The Headteacher will be the case manager and liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer.
- The Headteacher receives appropriate child protection training which is regularly updated.
- The Headteacher will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities, will help to create an environment where all staff and volunteers feel able to raise concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

The Designated Safeguarding Lead (DSL) will ensure that:

- There is always cover for this role including arrangements for any out of college provision that the college is responsible for and how managers contact the DSL if they are not in college at the time.

Managing Referrals

The DSL will:

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Refer all cases of suspected abuse to the local authority children's social care.
- Liaise with the headteacher to inform her of issues, ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.

Training

The DSL accesses appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the college's child protection policy and procedures, and safeguarding policy, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.
- They will also undertake other relevant training commensurate with their role, in line with LSCB best practice guidance, and this will be minimally one other multi-agency course within their two year refresher period.

Raising Awareness

The DSLs ensure the college's policies are known and used appropriately:

- Ensure the college's child protection and safeguarding policies are reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local local policies on safeguarding.
- Where children leave the college ensure their child protection file is copied for any new college or college as soon as possible (LSCB best practice guidance is that this is within 15 working days of the child going off role) but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- College will retain the original CP file in line with National Record Office guidelines along with a record of when and to which establishment the copy was sent. Minimally this will be for all children until their 25th birthday.

Unity College will ensure that all staff and volunteers:

- Read at least part one of Keeping Children Safe in Education July 2015 and Guidance for Safer Working Practice for those working with Children and Young People in Education Settings, September 2015.
- Be aware of systems within their college which support safeguarding and these will be explained to them as part of staff induction. This includes: the college's child protection policy; the college's staff behaviour policy (sometimes called code of conduct); and the identity and role of the DSL.
- Receive appropriate child protection training which is regularly updated.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Where there are concerns about a child, raise these with the DSL and ensure that they are recording using the LCC proforma and certainly within 24 hours.
- Understand that, whilst anyone can make a referral to CSC, that the correct college procedure is to report their concerns to the DSL in the first instance. They should, however, escalate their concerns for the child if they do not feel those concerns have been taken seriously and /or procedures have not been followed, and/or the child's situation does not appear to be improving. They can make a referral to CSC by ringing 0300 1236720 and follow this up in writing on the CSC referral form within 48 hours and emailing it securely to cypreferrals@lancashire.gov.uk . Prior to this, they can access advice from the safeguarding in education team on 01772 531196.

Who is available within the local authority to offer advice and support?

Mary Aurens	Colleges Safeguarding Officer	01772 531196
Tim Booth- In Tim's absence Frances Widdop, Joanne O'Neill, Lesley Sheridan	LADO	01772 536694
	Colleges HR Advisor	
Paul Dyson-Knight	College Advisor	
Lynn Brewer	Legal Services	
	CAF Co-ordinator/Early Intervention Officer	
Admin	HUB	08450 530009

It is recognised that child protection is an emotive area of work and staff will be made aware that there are support networks available to them outside to college: LCC Employee Welfare and Counselling Service 08000 214 154 www.youreap.co.uk <http://lccintranet2/corporate/web/?siteid=5193&pageid=27239>

Procedures

Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board (2011) and follow the action chart in the appendices within this policy.

All staff will have access to the Child Protection policy and will work within it.

A copy of the policies are made public, available via the college website.

All parents/carers are made aware of the college's responsibilities in relation to safeguarding and that the college will refer all cases of suspected abuse to Children's Social Care, via a statement in the prospectus.

All staff receive induction training including a copy of the LCC induction pack for safeguarding in colleges.

All staff via staff meetings will be advised of changes to policy and procedures including when the CP policy has been updated.

Confidentiality

Confidentiality is an issue which is discussed and fully understood by all those working with children, particularly in the context of child protection.

The basic principles of information sharing are the 7 Golden Rules of Information Sharing (Data Protection Act 1998 (2008))

Staff will be reminded on a regular basis of the 7 Golden Rules and within child protection training will be informed that they must never promise to keep secrets, that if a child asks them to keep a secret they will tell them that they cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's /back-up DSL's named within this policy.

See appendix 1.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should

be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Records and Monitoring

Well-kept records are essential to good child protection practice. Our college is clear about the need to record any concerns held about a child or children within our college, the status of such records and when these records, or parts thereof, should be shared with other agencies.

All concerns regarding children and any disclosures made will be recorded on the LCC/Unity College proforma reporting concerns to DSL. This will be done as soon as possible and within 24 hours of the disclosure and then given to the DSL or if not available will be given to the backup DSL's. It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.

The DSL will then make a decision regarding any further action in accordance with the LSCB Continuum of Need and thresholds guidance.

Where a referral to Children's Social Care and/or the police is required, it will normally be the DSL that undertakes this action, but recognising that anyone can make a referral to CSC and/or police.

The child protection files will be stored under lock and key in a central place and only those who are DSL trained will have open access to them. The DSL/backup DSL will share information on a need to know basis.

Where children leave the college/college will ensure their child protection file is transferred to the new college or college as soon as possible and in accordance with LSCB best practice guidance, this will be within 15 working days of the child going off role. It is recognised that best practice is that there will be a verbal handover between the DSL and the DSL at the receiving college/college prior to the file transfer happening. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Supporting students at risk

Our college recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This college may be the only stable, secure and predictable element in the lives of children at risk. Whilst at college, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from college.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support¹.

This college will endeavour to support students through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The college ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;

¹ Guidance for colleges on the management and support of young people who display problematic or sexually harmful behaviour, for example is available via mary.aurens@lancashire.gov.uk

- (c) The implementation of college behaviour management policies (required under the Code of Practice, 1993 Education Act)²;
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the college setting;
- (e) Regular liaison with other professionals and agencies who support the students and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. College staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

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

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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 and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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 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 caregivers)
- ensure access to appropriate medical care or treatment

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

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE

All staff and volunteers follow the LSCB Child Protection Procedures

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

It is **not** the responsibility of the college staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or backup DSL prior to any discussion with parents.

It must also be stressed that children can be exposed to a range of issues and in the home environment examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, then children may also be particularly vulnerable and in need of support or protection.

Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to

CHILDREN IN SPECIFIC CIRCUMSTANCES

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including nonattendance

- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in college or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the college pro forma.

Safer Colleges, Safer Staff

The College Staffing Regulations require governing bodies of maintained colleges to ensure that at least one person on any appointment panel has undertaken safer recruitment training. At Unity College we have a number of staff trained in this area.

In line with part three of KCSiE 2015, governing bodies and proprietors will take steps to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The college has written recruitment and selection policies and procedures in place.

In line with part four of KCSiE 2015, governing bodies and proprietors will ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the LADO at the local authority. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

If the allegation is against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors.

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sought from the LADO (Local Authority Designated Officer for Allegations) 01772 536694 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSiE 2015 para122, p39)

Confidentiality in relation to allegations

In the event of an allegation being made, our college will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media eg Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

Further information : <http://panlancashirescb.proceduresonline.com/index.htm>

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in our college, as outlined in this guidance. It is recognised that for most appointment, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (as defined in KCSIE 2015).

On induction, all staff and volunteers will be given the LCC Induction Pack and included in this is the Guidance for Safer Working Practice for Staff who work in Education Settings March 2009. They will sign to say that they have had this document and will work within it.

Use of mobile phones and cameras

Staff, visitors, volunteers and student are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

Procedures

- Under the Data Protection Act 1998, the college must seek parental consent to take photographs and use video recorders. Photographs will be stored on the college's protected network which is password protected.
- The college digital camera/s or memory cards do not leave the college setting unless on an official college trip. Photos are printed/uploaded in the setting by staff and once done, images are then immediately removed from the camera's memory.
- Photographs are used and displayed on college notice boards and IT systems only accessible by staff at the college.

It is acknowledged that often photographs may contain other children in the background but the college will seek to ensure consent is given when photographs are used (signed on arrival at Unity College Yr 7).

College does not allow the recording by parents/visitors of college events without prior agreement by the Headteacher and DSL. Events recorded by staff will only occur with authorisation by the Headteacher.

On admission, parents will be asked to sign the consent for photographs to be taken in college or by the media for use in relation to promoting/publishing the college. This consent will last for a maximum of 5 years only. This does not cover any other agency requests to take photographs of any child when separate consent before photographs are taken will be sought.

Staff may have mobile phones on their person, however they must never be seen, heard or used in contact/teaching time with students. If exceptional circumstances occur (emergency situation), the Headteacher must be informed of the need to have the mobile phone switched on. Cameras on staff mobile phones must never be used in college. Staff must not contact/text parents using their personal mobile phone.

Cameras and mobile phones are prohibited in all toilet areas.

RELATED COLLEGE SAFEGUARDING POLICIES

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with
- the provision of safe and effective care
- taking action to enable all children to have the best outcomes

and relates to:

- students' health and safety
- the use of reasonable force
- meeting the needs of students with medical conditions
- providing first aid
- educational visits and work experience
- intimate care
- internet or e-safety
- appropriate arrangements to ensure college security, taking into account the local context.
- rigour with which absence is followed up
- decision-making process involved in taking students off roll
- care taken to ensure that students placed in alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including cyber-bullying
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- Radicalisation and Extremism
- Sexting
- Teenage relationship abuse
- Trafficking.

College policies include

- Attendance, admissions & exclusions
- Anti-bullying
- Behaviour
- Child Protection
- Children Missing Education
- Care and control / positive behavior
- Complaints
- Discipline

- Educational Visits
- Equal opportunities
- E-Safety including Acceptable Use Policy (AUP)
- Extended Services/ before and after college
- Equality
- First Aid (including. medicines, intimate personal care etc)
- Health and Safety
- Home College Agreements
- Induction
- Intimate Personal Care
- Managing Allegations
- PSHE including Sex and Relationships Education
- Restrictive Physical Intervention
- Recruitment and Selection
- Special Needs
- Staff behaviour/codes of conduct
- Staff Discipline
- Use of photographs / videos / imagery
- Whistle blowing
- Dealing with intruders

Monitoring and Evaluation

This Child Protection Policy will be monitored on an on-going basis, however a full evaluation will take place on a yearly basis.

This policy does not stand alone and the college has many other policies that support Child Protection:

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| • Safeguarding Policy | Procedures for Assessing Risk |
| • Anti-bullying Policy | Induction and Code of Conduct for Staff |
| • Racial Incident Policy | Intimate Care Policy |
| • Harassment and Discrimination Policy | Safer recruitment Policy and Practice |
| • Use of Physical Intervention Policy | Confidentiality |
| • Educational Visits Policy | One to One Working |
| • Intimate Care Policy | Children in Care |
| • E-safety Policy | Equality |
| • Health & Safety Policy | SEN Policy |
| • Drug and Substance Mis-use Policy | |
| • Behaviour Management Policy | |
| • Child Looked After Policy | |
| • Attendance Policy | |

This Policy was updated on 1 October 2015 by A Hodgson and D Taylor

This Policy will be reviewed on 30 September 2016

This Policy has been agreed by Date:
 Chair of Governors

APPENDIX 2: Children's Social Care

Referrals

Lancashire

The Customer Service Centre 0300 123 6720

email address for referrals cypreferrals@lancashire.gov.uk

Emergency Duty Team (Out of Hours) 0300 123 6721/3

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen 01254 666400 EDT 01254 587547

Blackpool 01254 477299

Cumbria 0333 240 1727

North Yorkshire 01609 536993 EDT 08450349417

St Helens 01744 676600 or 0300 6500 148 EDT 0845 0500 148

Wirrell 0151 606 2008 EDT 0151 604 63501

Sefton 0845 140 0845 EDT 0151 9208234

Rochdale 0300 303 0440 EDT 0300 303 8875

Bradford 01274 437500 EDT 01274 431010

Wigan 01942 828300 EDT 0161 834 2436

PURPOSE OF A CHILD PROTECTION POLICY

An effective whole college child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the college's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

INTRODUCTION

This policy was written by Alison Hodgson, DSL at Unity College.

All colleges are expected to play their part in keeping children safe. These responsibilities for maintained and independent colleges (including academies) are set out in section 175 of the Education Act 2002 and the Education (Independent College Standards) Regulations 2014 (made under section 94 of the Education and Skills Act 2008). These require Governing Bodies and Proprietors to ensure that arrangements are made to safeguard and promote the welfare of children at the college.

This policy updates the LA sample template policy issued last in April 2014 and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (May 2015)
- <http://panlancashirescb.proceduresonline.com/index.htm>

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

- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- What To Do If You're Worried A Child Is Being Abused (DfE 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

- [Disqualification under the Childcare Act 2006](https://www.gov.uk/.../disqualification-under-the-childcare-act-2006)
<https://www.gov.uk/.../disqualification-under-the-childcare-act-2006>

- [The Childcare Act 2006 – Disqualification Requirements.](#)

- [The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2014.](#)

Our college fully recognises the contribution it can make to protect children and support students in college'.

There are three main elements to our Child Protection Policy'.

(a) **Prevention:**

Creating a positive college atmosphere, teaching and pastoral support to students where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.

(b) **Protection:**

By following agreed procedures, ensuring all staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

(c) **Support:**

For all students and college staff and to children who may have been abused.

This policy applies to all adults, including volunteers, working in or on behalf of the college.

COLLEGE COMMITMENT

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our college will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. That they have opportunities to talk and their wishes and feeling are listened to and taken into account.
- (b) Ensure that children know that there are adults in the college who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum, activities and opportunities for PSCHE (iD) which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, to enable them to develop to their full potential and enter adulthood successfully.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

FRAMEWORK

Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with the Designated Safeguarding Lead (DSL) and recognise their responsibilities in

sharing information with the local authority children's social care where they feel that appropriate action has not been taken by the DSL or their concerns have not been taken seriously.

- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes.

Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

APPENDIX 1: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should *NEVER*

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;

- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

