

**SAFEGUARDING AND CHILD PROTECTION POLICY**

**2021/2022**

**Reviewed January 2022**

**1. PURPOSE**

**The purpose of this Child Protection/Safeguarding policy is to ensure every child who is a registered pupil at Unity College is safe and protected from harm**. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2021) document, states that safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

* Protecting children from maltreatment;
* Preventing impairment of children’s mental and physical health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all children to have the best outcomes.

This policy will give clear direction to all stakeholder about expectations, and our legal responsibility to safeguard and promote the welfare of all children at our college.

Unity College fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered students at our college. This policy applies to all stakeholders; students, staff, parents, governors, volunteers and visitors.

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit Unity College as well as all students of the college.

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

**2. ETHOS**

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

We therefore ensure that:

* ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe.
* ALL children have opportunities to communicate and know that they are listened to.
* ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe.
* ALL children know that they can communicate with any adult in college if they are worried or in difficulty.
* ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe.
* ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential.
* ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, students and professionals.
* ALL staff should be able to reassure children who make a disclosure that they are being taken seriously and that they will be supported and kept safe.

**3. ROLES AND RESPONSIBILITIES**

**Unity College is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:**

**All adults, including volunteers, working in or on behalf of the college will:**

* Demonstrate an understanding that safeguarding is everyone's responsibility.
* Maintain and demonstrate a mind set of "it could happen here".
* Do all they can within the capacity of their role, to ensure that children are protected from harm.
* ALL staff are fully aware of the importance of mental health in relation to safeguarding and are aware of the addition of mental health in the definition of safeguarding.
* All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
* Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care.
* Do all they can within the capacity of their role, to ensure that children have the best outcomes.
* Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible through our welfare concern forms on the college’s intranet or in the case of a disclosure through verbal communication with one of the college’s DSLs. (the disclosure should also be written up using the disclosure form on the college’s Intranet).
* Report lower level concerns to the DSL via the welfare concern forms.
* Monitor all students, particularly those that are deemed vulnerable.
* Report any concerns regarding adults conduct to the Headteacher - Mrs Sally Cryer or the Lead DSL – Mrs Alison Hodgson.
* Low levels concerns regarding staff conduct can be reported using the ‘Report Low Level Concern’ tool on the college intranet.
* All staff, if they have concerns, should be act immediately and should always speak to the DSL or Deputy, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances staff will consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral.
* All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
* All staff must provide/share as much information as possible as part of the referral processes

**The Governing Body will**:

* Ensure that the policies, procedures and training in Unity College are effective and comply with the law at all times.
* Ensure that safeguarding policies and procedures are followed by all staff.
* Put in place safeguarding responses in cases where children go missing from education.
* Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, training, resources and time to carry out their role.
* Ensure the college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2).
* Ensure that safeguarding procedures take into account local guidance including [Lancashire Continuum of Need and Thresholds Guidance](http://www.lancashiresafeguarding.org.uk/media/45811/LSCB-Thresholds-Guidance-Final-Oct-2018.pdf).
* Ensure that staff members undergo safeguarding training at induction.
* Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education 2021.
* Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place [Unity College On-Line Safety Policy](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/).
* Ensure that safeguarding is embedded within the curriculum.
* Prevent people who pose a risk of harm from working with children.
* Ensure there are procedures in place to manage allegations against teachers, head teachers, principals, volunteers and other staff including supply staff.
* Ensure staff in college are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs. Information regarding specific issues can be found in our safeguarding policy and on our Intranet Safeguarding page.
* Ensure that all practice and procedures operate with the **best** interests of the child at their heart
* Appoint a designated teacher to promote the education of CLA. Our named designated person for CLA is Mrs B Worthington.
* Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA.

**The Head Teacher will:**

* Ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
* Be the case manager and liaises with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer.
* Be the person who deals with low level concerns regarding staff conduct.
* Receive appropriate child protection training which is regularly and appropriately updated.
* 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 about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

**The DSL and Deputy DSLs will**:

Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2021, Annex B and adhere to this role. This includes but is not conclusive to

* Take lead responsibilityfor safeguarding and child protection.
* Act as a point of contact with the 3 safeguarding partners.
* Manage referrals to Children's Social Care, Police and other agencies including Channel.
* Work together with other agencies in order to improve outcomes for children.
* Share information which is vital in identifying and tackling all forms of abuse and neglect and in promoting children’s welfare, including their educational outcomes.
* Attend DSL training every 2 years.
* Undertake Prevent awareness training.
* Update their skills and knowledge on a regular basis, but at least annually
* raise awareness of safeguarding throughout school and act as a point of support for all staff.
* Ensure that this policy is reviewed annually and is available publicly.
* Maintain, update and amend the college's safeguarding portfolio regularly.
* Ensure that parents are aware of college’s responsibilities regarding safeguarding and child protection.
* Maintain accurate safeguarding records that are stored securely, give a comprehensive summary of the concern, details of how the concern is followed up and resolved and a note of any action, decisions reached and the outcome.

(Student log may be also used).

* Be available during college hours.
* Arrange cover of DSL role for any out of hours/out of term activities.
* Represent college in multi-agency meetings.
* Be provided with appropriate support and supervision in order to carry out the role safely and effectively.
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
* Take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
* Be responsible for the sharing of child protection files when a child moves to a new school or college.
* Liaise with the Local Authority Personal Advisors for any Care Leavers.

Deputy DSLs will be trained to the equivalent standard as DSL's.

**4. INDUCTION, TRAINING AND UPDATES**

**Unity College is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:**

* ALL staff and volunteers will receive Safeguarding Training on induction using LCC - Safeguarding Induction booklet and Unity Colleges policies and procedures re Child Protection and Safeguarding which includes [Keeping Children Safe in Education (Part One),](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) [Guidance for Safer Working Practice](https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf), Unity College’s Code of Conduct/Staff Handbook/Code of Ethical practice and other documentation held on the college’s safeguarding page on the Intranet.
* Staff induction will also include Child Protection Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education.
* ALL staff and volunteers will receive Safeguarding Training (at least) annually.
* The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates.
* ALL staff, volunteers and governors will read and show an understanding of any updates that are provided.
* DSLs will attend DSL training every 2 years.
* DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis.
* The DSL will undertake Prevent awareness training.
* At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years.
* ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting
* Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s.
* Detailed records will be held of staff safeguarding training.

 A record of relevant staff training can be found in Appendix 6 of this policy.

**5. CHILD PROTECTION**

**Unity College is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:**

* ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse.
* ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe.
* ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued.
* Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on the intranet, regular updates through Towards Outstanding meetings and mandatory reads on the college’s safeguarding page on the Intranet.
* ALL staff feel confident in approaching DSLs to raise concerns.
* ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.
* ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others.
* ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse.
* All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
* DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly
* DSLs update staff and volunteer’s knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues.
* ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here".
* ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times.
* ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse.
* ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse.
* ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible via the college’s disclosure form and via a conversation with a DSL.
* Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care.
* ALL staff and visitors know how to refer to Children's Social Care.
* DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using [Lancashire of Need and Thresholds Guidance](http://www.lancashiresafeguarding.org.uk/media/45811/LSCB-Thresholds-Guidance-Final-Oct-2018.pdf) and [Risk Management Toolkit](http://www.lancashiresafeguarding.org.uk/media/34101/multi-agency-risk-sensible-framework-web-.pdf) to determine whether this threshold has been met.
* This referral will be done by telephone and followed with a[CSC Referral Form](http://www.lancashiresafeguarding.org.uk/resources/assessment-and-referral.aspx)as soon as possible.
* Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk.
* Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk.
* DSLs adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (Formally Lancashire Safeguarding Children's Board) with regard to sharing information.
* DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings.
* DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.
* DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented.
* A copy of the child's CP Plan is included in the child's individual safeguarding file.
* ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL.
* DSL’s will determine what information staff members need to know in order to safeguard and support children.
* Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases.
* Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.
* ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.
* Specific programmes of intervention and support are offered to children and families who are vulnerable.
* Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

**6. CHILD IN NEED**

**Unity College is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:**

* DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using [Lancashire Continuum of Need and Thresholds Guidance](http://www.lancashiresafeguarding.org.uk/media/45811/LSCB-Thresholds-Guidance-Final-Oct-2018.pdf) and [CSC referral form](http://www.lancashiresafeguarding.org.uk/media/35140/Lancashire-CSC-referral-form-2017.docx).
* DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need, this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds.
* DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care.
* When consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations.
* DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed.
* DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews.
* DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.
* DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented.
* A copy of the child's CiN Plan is included in the child's individual safeguarding file.

**7. EARLY HELP**

**Unity College is committed to providing our families with the right help at the right time. Any** child may benefit from early help, but ALL college staff should be particularly alert to the potential need for early help for a child who:

* Is disabled and has specific additional needs.
* Has special educational needs (whether or not they have a statutory education, health and care plan).
* Is a young carer.
* Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
* Is frequently missing/goes missing from a care home or from home.
* Is misusing drugs or alcohol themselves.
* Is at risk of modern slavery, trafficking or exploitation.
* Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
* Has returned home to their family from care.
* Is showing early signs of abuse and/or neglect.
* Is at risk of being radicalised or exploited.
* Is a privately fostered child.
* Any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

**We therefore ensure that:**

* ALL staff and volunteers can identify the risk factors that indicate a family or students may benefit from Early Help.
* ALL staff and volunteers will use the college's agreed format for letting the DSL know about Early Help requirements.
* DSLs will undertake an Early Help assessment, when appropriate, to identify what Early Help is required.
* DSLs will signpost and refer to appropriate support agencies.
* DSLs will lead on TAF meetings where is it appropriate for them to do so.
* DSLs will utilise Children and Family Wellbeing Service using the [Request for Support form](https://lancashire-self.achieveservice.com/service/CFWS_Request_for_Support).
* DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using [Lancashire Continuum of Need and Thresholds Guidance](http://www.lancashiresafeguarding.org.uk/resources/assessment-and-referral.aspx) and CSC Referral Form.
* DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of students and their families.
* DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help.
* DSLs or appropriately trained college staff will generally be the lead for Early Help cases if this is in the best interests of the family.

**8. SPECIFIC SAFEGUARDING**

**Unity College is committed to keeping our children safe from specific forms of abuse.**

Abuse and neglect are forms of maltreatment of a child. Somebody may

abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting,

by those known to them or, more rarely, by others (e.g. via the internet). They

may be abused by an adult or adults, or another child or children.

**Categories of abuse:**

**Physical abuse:** This may involve hitting, shaking, throwing, poisoning, burning orscalding, 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:** This is the persistent emotional maltreatment of a child such asto 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. Abuse can take place wholly on line, or technology may be used to facilitate offline abuse. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse:** This involves forcing or enticing a child or young person to take partin sexual activities, not necessarily involving a high level of violence, whetheror not the child is aware of what is happening. The activities may involvephysical contact, including assault by penetration (for example, rape or oralsex) 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 this could include online grooming and exploitation, exposure to pornographic content and engaging a child in sexual activity online). Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children for example through peer on peer abuse.

**Neglect:** Neglect is the persistent failure to meet a child’s basic physical and/or

psychological needs, and is 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.

**At Unity College, we will ensure that:**

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):

**Radicalisation and Extremism**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Radicalisation can occur through many different methods such as social media or the internet and also through various settings e.g. such as within the home.

* Unity College recognises that protection from extremism & radicalisation is a vital element of safeguarding.
* ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism’, known as the ‘Prevent Duty’.
* Prevent Safeguarding Lead – Beverley Worthington.
* Prevent Governor Lead – Anne Kelly.
* Prevent Curriculum Lead – Shameem Hudson.
* ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation All staff training completed– April 2020.
* ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
* The school [*Online Safety Policy*](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/)will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place.
* DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so.

**Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

* The college curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE.
* The college [*Online Safety Policy*](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/) will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place.

**Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity:

* In exchange for something the victim needs or wants and/or
* for the financial or other advantage of the perpetrator or facilitator and/or
* through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can occur through the use of technology.

Unity College will understand that CCE:

* Can affect any child or young person (male or female) under the age of 18 years.
* Can affect any vulnerable adult over the age of 18 years.
* Can still be exploitation even if the activity appears consensual.
* Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
* Can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, sexual identity, learning difficulties, communication ability and access to economic or other resources.
* Can take specific forms and include working in cannabis factories, shoplifting, pickpocketing, vehicle crime or threatening/committing serious violence to others.
* Can see children become trapped by this type of exploitation as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children may be coerced into carrying knives for protection. Children may still have been criminally exploited even if the activity appears to be something they have agreed to.
* That the experience of girls who are criminally exploited can be very different to that of boys. Boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

* Appear with unexplained gifts, money or new possessions.
* Associate with other children involved in exploitation.
* Suffer from changes in emotional well-being.
* Misuse drugs and alcohol.
* Go missing for periods of time or regularly come home late.
* Regularly miss education or do not take part in education.

**County Lines**

Criminal exploitation of Children can include County Lines.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in County lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

* Go missing and are subsequently found in areas away from their home.
* Have been the victim or perpetrator of serious violence (e.g. knife crime).
* Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
* Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
* Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.
* Owe a ‘debt bond’ to their exploiters.
* Have their bank accounts used to facilitate drug dealing.

**Serious Violence**

All staff will be aware of the indicators, which may signal children are at risk from or are involved with serious violent crime, which can be similar to the above.

These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Allstaff will be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

**Modern Slavery/Trafficking**

The Modern Slavery Act 2015 placed a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools/colleges) bears this obligation where it has ‘reasonable grounds to believe that a person may be a victim of slavery or human trafficking’.

Currently, victims of human trafficking who are identified by a ‘first responder’, including local authorities, can be referred to the NCA via the National Referral Mechanism (NRM) however this is on a voluntary basis and with the adult victim’s consent.

Children do not need to give their consent to be referred to the NCA.

* Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

**Initiation/Hazing**

All staff will have an awareness of Hazing and will report concerns in college.

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

**Honour Based Abuse (HBA)**

Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence or abuse** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.

**Forced Marriage**

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

It is important that all staff can make the distinction between forced marriage and arranged marriage. An arranged marriage which involves consent of all parties, does not constitute abuse and should not be considered as such.

**Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

All teachers or school staff who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 **must immediately report this themselves to the police** and involve CSC as appropriate.

**Breast Ironing/Flattening.**

Breast ironing is a form of physical abuse and should be responded to as such. It is practiced in all ten regions of Cameroon and has also been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry. The United Nations (UN) estimates that it affects 3.8 million women around the world. Girls usually aged between 9 – 15 years and from practicing communities are at greatest risk.

The custom uses large stones, a hammer or spatulas that have been heated over hot coals to compress the breast tissue of girls. (Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing). The mutilation is designed to make teenage girls look less "womanly” and to deter unwanted male attention, pregnancy and rape.

The practice is commonly performed by family members, often the mother, and girls are led to believe that it is in their best interests and so often remain silent about it. Research indicates that fathers may be unaware that the practice is being carried out.

Some indicators that a girl has undergone breast ironing are:

* Unusual behaviour after an absence from college including depression, anxiety, aggression, being withdrawn etc.
* Reluctance in undergoing normal medical examinations.
* Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear.
* Fear of changing for physical activities due to scars showing or bandages being visible.

**Peer on Peer Abuse, including Sexual Violence and Harassment**

This occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age. Everyone directly involved in peer on peer abuse is under the age of 18.

Unity College will refer to specific guidance in Keeping Children Safe in Education, Part five: Child on Child Sexual Violence and Sexual Harassment and Unity College Safeguarding Policy 2021/22.

Children can abuse other children both inside and outside of college and online.

This is most likely to include, but may not be limited to: bullying (including cyberbullying); physicalabuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); non-consensual showing of nude and semi- nude imagery and/or youth produced sexual imagery, initiation/hazing type violence and rituals, abuse in intimate personal relationships between peers. This will also include up-skirting.

ALL staff and volunteers understand that children can abuse other children

* ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with colleges recording policy.
* Peer on peer abuse will be taken as seriously as any other form of abuse, the college has a zero-tolerance policy to this.
* All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
* All staff will understand that pupils with SEND are more prone to peer group isolation and college will have extra pastoral support to address this.
* Physical abuse between peers will be managed under the college's [Behaviour Policy](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/).
* Emotional abuse between peers will be managed under the college's [Anti-Bullying Policy](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/).
* Harmful sexual behaviour will be identified and managed using the [Brook Traffic Light Tool](https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool) and with support and guidance from LCC Schools Safeguarding Officers.
* In cases of suspected or actual peer on peer abuse, a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk.
* DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
* The DSL will assess on a case-by-case basis, supported by children’s social care and the police, if required, to ensure the most appropriate response for the children/young people involved

The DSL will consider:

* The wishes of the victim in terms of how they want to proceed.
* The nature of the alleged incident.
* The ages of the children involved.
* The development stages of the children involved.
* Any power imbalance between the children.
* Is the incident a one-off or a sustained pattern of abuse.
* Are there ongoing risks to the victim, other children, school or college staff.
* Contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

* The victim
* The alleged perpetrator
* All other children (and if appropriate adult students and staff)
* Risk assessments will be recorded and kept under review as a minimum termly.

**Sexting (also known as Youth Produced Sexual Imagery)**

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’. ‘Sexting’ does not include the sharing of sexual photos and videos of under 18-year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

* College staff are aware of how to manage sexting incidents and must pass on any incidents or concerns to the DSL.
* College staff are aware that they should never view, download or share the imagery, or ask a child to share or download – this is illegal.
* If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL.
* Staff will not delete the imagery or ask the young person to delete it.
* Staff will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
* Staff will keep details of the incident confidential, reporting this to the DSL.
* Staff are mindful not to do anything to blame or shame any young people involved.
* The incident will be followed up by the DSL or Deputies and follow appropriate guidelines and procedures.

If the DSL/SLT must view the images, this should be discussed and done so in a private space and the reasoning behind this must be logged on the incident report.

**Up-skirting**

The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12th April 2019. ‘Up-skirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or causethe victim humiliation, distress or alarm. It is a criminal offence. Any gender, can be a victim.

**Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or

emotional or both, which causes someone to feel powerless, worthless, excluded or

marginalised, and which is connected with prejudices around belonging, identity

and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

**Domestic Abuse**

This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

* Psychological
* Physical
* Sexual
* Financial
* Emotional

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background. Domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.

**The DSLs will:**

* Ensure that the college has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass
* Ensure that the college’s commitment to Operation Encompass is known throughout the college community via the means of staff training, parental letters, posters and the college website
* School will provide an overview of Operation Encompass with the names of the Op Encompass leads and a link to the Op Encompass website (<https://www.operationencompass.org/>) Operation Encompass lead(s) are Alison Hodgson, Sally Cryer and Beverley Worthington.

**Teenage Relationship Abuse**

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

**Children Missing from Education (CME)**

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

A CME is defined as a child of compulsory school age who is not on a school roll and not receiving an education via other means - for example, via Elective Home Education or an alternative provider such as a college.

This includes but is not limited to situations where:

* A child/young person has been removed from roll after being permanently excluded and no alternative provision is in place.
* A child/young person has not been attending school and a home visit reveals that the family may have moved away.
* A child/young person has moved into the area but no arrangements have been made to access a new school.
* A child/young person has moved out of the area (this includes moving outside of the UK) or is about to move out of the area but no arrangements have been made to access a new school.
* A child/young person who has been offered a school place, but parents have refused the place offered and the authority is not aware of alternative arrangements for the child/young person's education.

Unity College will report to the Local Authority all cases, and will not take students off roll until necessary enquiries have been completed.

The person responsible for overseeing CME removal from roll is Beverley Worthington.

**Elective Home Education. (EHE)**

The responsibility for children’s education rests with their parents and parents have a right to educate their children at home.

The parents' right to educate their child at home applies equally where a child has a special educational need or has an education, health and care (EHC) plan.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, college will work with parents/carers, and other professionals where possible, ideally before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Unity College will report to the Local Authority all deletions from their admission register when a child is taken off roll.

The person responsible for overseeing EHE removal from roll is Beverley Worthington

**Safeguarding Children with Special Educational Needs.**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff should be aware that students with SEND may have additional barriers when concerns are raised about abuse and neglect. These can be:

* Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child’s disability without further exploration.
* Being prone to peer group isolation than other children.
* The potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
* Communication barriers and difficulties in overcoming these barriers.

In order to safeguard children with more complex needs, staff in college will work especially hard to develop the skills they need to give them a 'voice'. In practice, three essential questions always need to be asked:

* What is expected of this child? - developmentally, behaviourally etc.
* Do I/we understand how any condition, disability, impairment or other factor e.g. culture impacts?
* How well can I/we understand and communicate with this child?

It is imperative that staff are sensitive to what might be very subtle indicators, especially where children have multiple disabilities, and that regular consultation occurs between the SENCO and DSL in school wherever any issues arise.

The College SENDCOs are: Vicky Smith/Sarah Duplain.

**Private Fostering**

Most children spend some time staying with friends and relatives. However, in some situations the arrangements can become more permanent. If a child aged under 16 years (or 18 years if disabled) goes to live with a person who is not a close relative to them (e.g. a great aunt or a friend) for more than 28 days, this is known as private fostering and the local authority must be notified.

Once notified, a social worker from the local authority will to arrange to visit the child’s parents, the private foster carers and the child themselves. They will keep in touch with those people at regular intervals in order to ensure that everything is going well. They will offer support and guidance to both the foster cares and parents, particularly in respect of making plans for the child’s future and helping the child to keep in touch with their culture and background. The social worker will also offer advice on any welfare benefits that the private foster carers may be entitled to.

If a private fostering arrangement is brought to the attention of someone in college the DSL must be informed. The DSL then has a duty to notify the local authority of the arrangement:

**Young Carers**

A young carer is a child (under 18) who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem. Most young carers look after one of their parents or care for a brother or sister.

Caring responsibilities can impact significantly on children and young people, both in and outside college and that we have a central role to play in giving these students a voice and helping them to reach their potential through the provision of emotional and practical support. Potential difficulties which staff should be particularly mindful of include:

* Attendance/lateness.
* Completing homework.
* Lack of time to play, relax and socialising.
* Isolation from friends, peers and wider family.
* Inability to participate in extra-curricular activities and the broader life of the school.
* Conflict between the needs of the person they are helping and their own needs leading to feelings of guilt and resentment.
* Feeling that there is nobody there for them, that professionals do not listen to them and are working only with the adult.
* Lack of recognition, praise or respect for their contribution.
* Feeling that they are different from other children and are unable to be part of the group.
* Problems with transitions and change.

If a member of staff is made aware that a student is undertaking carers duties, the DSL/s will be informed to ensure that this is recognised and additional support can be given as appropriate.

**Other vulnerable categories**

ALL staff will have read Part 1 of ‘Keeping Children Safe in Education 2021’ and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including:

* Children in the Court system.
* Children with family members in prison.
* Homelessness.

**For specific safeguarding issues, DSLs can seek advice for the School Safeguarding Officer**:

school.safeguarding@lancashire.gov.uk

Victoria.wallace@lancashire.gov.uk

Heather.fowler@lancashire.gov.uk

Tel: 01772 531196

**9.ONLINE SAFETY**

The use of technology has become a significant component of many safeguarding issues. The breadth of issues re online safety can be categorised into three areas:

* **Content** - being exposed to illegal, inappropriate or harmful material. E.g. pornography, fake news, racist or radical and extremist views.
* **Contact** - being subjected to harmful online interaction with other users. E.g. commercial advertising as well as adults posing as children or young adults.
* **Conduct** -personal online behaviour that increases the likelihood of, or causes, harm. E.g. making, sending and receiving explicit images, or online bullying.

**Unity College is committed to keeping students safe online. We therefore ensure that:**

* ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour.
* The college’s [Online Safety Policy](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/) details how we keep pupils safe when using the internet and mobile technology.
* Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our [Anti-bullying/Behaviour Policies.](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/)
* There is a clear and explicit procedure for dealing with mobile phones that are brought into college by children – [Mobile Phone Policy](https://unity-college.com/about/policies-and-procedures/policies-and-procedures-pupil-welfare/).
* DfE advice; [Searching, Screening and Confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation) is followed where there is a need to search a pupil for a mobile device.
* When college become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy.

**Filtering and Monitoring**

All reasonable steps will be taken to limit student’s exposure to illegal, inappropriate and harmful materials. The college will ensure appropriate filtering and monitoring of materials is in place (see E- safety policy). The college has a very clear mobile phone/technology policy. When incidents of misuse are identified via 3G and 4G access, the college will deal with this as a safeguarding matter.

Staff should ensure that they read the online safety policy and ensure that when considering any safeguarding concern, they consider the impact and implications of online technology. When using technology staff should ensure they havemechanisms in lesson to identify, intervene and escalate any incidents where appropriate.

**10. RECORD KEEPING**

**Unity College is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:**

* DSLs will create and maintaining accurate safeguarding records.
* There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse Staff will use our college Intranet and complete welfare concern form or disclosure form. All staff use the agreed format for passing on concerns.
* Concerns should be factual and evidence based.
* Concerns should be written in ink, signed and dated.
* Concerns should be passed directly to the DSL.
* ALL concern logs will be kept either in an individual pupil safeguarding file or electronically.
* A student will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need.
* DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the student's records.
* DSLs will record evidence of student's wishes, professional challenge, offers of early help and multi-agency working.
* When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. student information should be anonymised or stored in a secure manner.
* All safeguarding records will be stored securely in a locked room/cabinet.
* Only DSLs and other named staff will have access to safeguarding records.
* A student’s safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action.
* The safeguarding file will be sent securely to the DSL at the receiving school.
* A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school.
* College will seek advice from legal services and/or Schools Safeguarding Officers if any staff are unclear about any aspects of safeguarding record keeping.

**11. CONFIDENTIALITY**

Confidentiality is an issue which needs to be 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).

* The college will take into account the General Data Protection Regulations (GDPR) when sharing information. GDPR does not prevent, or limit the sharing of info for the purposes of Keeping Children Safe.
* Staff will be reminded on a regular basis of the 7 Golden Rules and within Safeguarding training will be informed that they must never promise to keep secrets. If a child asks them to keep a secret staff will inform them that them 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 the DSLs and backup DSLs named within this policy.
* Practitioners 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 as the safety and welfare of a child dictate whether 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.

**12. SAFER RECRUITMENT**

**Unity College is committed to keeping students safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:**

* [LCC Human Resources guidance](https://schoolsportal.lancsngfl.ac.uk/view_sp.asp?siteid=5792&pageid=32478) is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff.
* Ensure that there are sufficient staff/governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained. This is a legal requirement.
* There are at least 2 people on each selection panel.
* ALL staff will monitor the conduct of all adults who come into contact with students at college and report any concerns to the Lead DSL and Headteacher.
* Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the college.
* A Single Central Record (SCR) is kept of checks that are undertaken on all adults who regularly work at, or visit the college.
* The SCR is stored securely, on paper, and only accessed by designated staff and governors.
* DSLs/HT/Safeguarding Governor/Chair of Governorsshould evidence regular termly oversight/scrutiny of the SCR.
* Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files.
* Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in college to confirm that appropriate checks have been undertaken.
* Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer.
* A transfer of control agreement will be used where other agencies/organisations use college premises and are not operating under college's safeguarding policies and procedures.
* Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
* With regard to Disqualification Under the Childcare Act we will adhere to Guidance from [Lancashire County Council Human Resources](file:///%5C%5CCorpData01%5CLCCUsers4%24%5Cvwallace001%5CMy%20Documents%5CFor%20portal%5C%E2%80%A2%09https%3A%5Cschoolsportal.lancsngfl.ac.uk%5Cview_sp.asp%3Fsiteid%3D4311%26pageid%3D45826%26e%3De).
* This declaration will be renewed annually and evidenced using the LCC staff declaration form April 2020. This form will be retained and stored securely.
* When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported.
* Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

**13. MANAGING ALLEGATIONS AGAINST STAFF**

**There are clear policies in line with those from the Childrens Safeguarding Assurance Partnership (CSAP) for dealing with allegations against people who work with children.**

Such policies make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:

* Behaved in a way that has harmed a child, or may have harmed a child.
* Possibly committed a criminal offence against or related to a child; or
* Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
* behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**All staff at Unity College are aware of these procedures and aware of the following expectations and protocol:**

* ALL staff and volunteers are aware that they must refer allegations or concerns around staff conduct (including supply staff) to the Headteacher.
* ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor.
* The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO).
* CSAP procedures for dealing with allegations against staff will be followed.
* ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform one of the DSL’s or the Headteacher if any adult's conduct gives cause for concern.
* All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the Lead DSL or the Headteacher.
* ALL staff are aware of the college’s Whistle Blowing which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
* Staff are fully aware of Guidance for Safer Working Practice and Staff Code of Conduct and Staff Handbook and are aware of professional expectations of

their own behaviour and conduct.

**14. VISITORS**

**Unity College is committed to keeping students safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:**

* Visitors to college sign in at the main college reception and wear identification **(visitor badge)** to indicate they have done so.
* ALL staff and children, where appropriate, will challenge visitors to college who are not wearing correct identification.
* Visitors sign out and remove/hand in their identification when they leave the school.
* Visitors are made aware of who to speak to if they are worried about a child during their visit by the receptionist when they arrive at college to sign in.
* Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher.
* Visitors will behave in a way that is compliant with the college's code of conduct.
* Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.
* Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit.
* When there are several visitors to the college at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate.
* When visitors are undertaking activities with students, content of the activity will be agreed with the Headteacher or DSL, prior to the visit.

**15. CAMERAS, MOBILE PHONES AND DEVICES**

**Unity College is committed to keeping students safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. College will therefore ensure that:**

* Parental consent is obtained to take and use photographs and/or videos of children.
* Parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the college.
* Separate parental consent is obtained if any other agency requests to take photographs of any child.
* Parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher.
* Images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at college if appropriate.
* Photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other college related purposes.
* Staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children.
* The college's digital camera/s or memory cards must not leave the college setting unless this is agreed by the Headteacher for official school business.
* Photos are printed/uploaded in the setting by staff and once done images are immediately removed from the camera’s memory.
* Parents are reminded frequently of the risks associated with posting images of children to social media.
* Parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own.
* Staff, volunteers and visitors will not use mobile phones in toilet or changing areas.
* The Code of Conduct will outline when and where staff, volunteers and visitors can use their mobile phones.
* ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body.
* Pupils' use of mobile phones and other devices will be managed under the school's **Home College Agreement/Acceptable Use /Behaviour Policy /Online Safety Policy/Mobile Phone Policy.**
* DFE Advice; [Searching, Screening and Confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation)is followed where there is a need to search a pupil for a mobile device.

**16. RELATED COLLEGE SAFEGUARDING POLICIES**

Related college policies include:

* Alternative Provision
* Attendance**,** admissions & exclusions
* Anti-bullying
* Behaviour
* Bullying and Harassment Policy
* Child Protection
* Children Missing Education
* Care and control / positive behavior
* CLA
* Complaints
* Confidentiality
* Discipline
* Drug and substance misuse
* E-Safety
* Educational Visits
* Equal opportunities
* Online Safety including Acceptable Use Policy
* Emergency Response plan
* Extended Services/ before and after school
* Equality
* Fire Emergency
* First Aid (including. medicines, intimate personal care etc.)
* GDPR
* Health and Safety
* Home School Agreements
* Induction
* Intimate Personal Care
* Managing Allegations
* Mobile phone Policy
* Positive Handling Policy
* PSHE including Sex and Relationships Education
* Race Equality
* Restrictive Physical Intervention
* Recruitment and Selection
* Special Needs
* Staff behaviour/codes of conduct
* Staff Discipline
* Use of photographs/videos/ imagery
* Whistle blowing

**APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL**

Staff member has concerns about a child’s health, development, safety or welfare

Completes welfare concern and / or discusses with Designated Safeguarding Lead (DSL) as soon as possible (and certainly within 24 hours)

Action agreed and recorded by DSL

###### Designated Safeguarding Lead considers

* Context & history/information available/inaccessible
* Explanations & contemporaneous life events
* Uses Framework for Assessment & Early Help
* Evidence and nature of risk/need
* Balance of Probabilities

 A Level of Need Is Identified

* What level of need is identified?
* What are the parent’s/child’s views?
* What services might be accessed:
1. in school; b) via the LA; c) via direct referral to non statutory agencies
* Can these meet the level of need identified?

**No**

**Yes**

Child suffering or likely to suffer

significant harm

**S.17 Child In Need** CSCReferral

to CSC

Access

Input

Monitor

Record

Review

Assessment

Advice

Services

Inform parents of intention to refer unless this would:

* Increase risk to child
* Impede investigation
* Cause undue delay

**S.47 Child Protection Referral**

Telephone call to The Customer Service Centre 0300 1236720/

 EDT 03001236721/2 (out of hours)

CSC referral (request for support ) form completed within 48 hrs

No Further Action/

Ongoing Monitoring and Support

**APPENDIX 2: 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).

**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.
* 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.
* 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 college 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 college.

**APPENDIX 3 Bruises to Non- Mobile Children Flow Chart**

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.

Bruising/Injury on a non-mobile child observed by a practitioner – refer to paragraphs 24 to 26 in section 1.3 of Pan-Lancashire LSCB policies

Decide if child requires urgent medical help and if needed phone 999

Discuss bruising/injury with parent(s)/carer(s) and record accurately the explanation provided. Record position, presentation and size of bruising/injury – discuss with parent(s)/carer(s) the need for a paediatric assessment, contact with CSC and provide the parent leaflet from section 1.3

Refer immediately **to on-call paediatrician (for non-health professionals this can** be done through the hospital switchboard) for assessment providing the explanation from parent(s)/carer(s) **and** inform CSC. Paediatrics to liaise with CSC throughout process of assessment.

Suspected NAI

Accidental Injury

Initiate s.47 enquiry

Refer parent(s)/carer(s) for services advising on accident prevention

**APPENDIX 4: Children’s Social Care**

**Contact Numbers**

**Lancashire**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| The Customer Service Centre | 0300 123 6720 |
| 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 0845 0349417 |
| **St Helens**  | 01744 6766000300 6500 148  | EDT 0845 0500 148 |
| **Wirral** | 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 |

 |  |
|  |  |

**APPENDIX 5: DBS Check Flowchart**



**APPENDIX 6: PERSONEL, REVIEW AND TRAINING RECORD**

1. **Named staff/personnel with specific responsibility for Safeguarding and Child Protection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** |  | **Designated Safeguarding Lead & ‘Back-Up’ or Deputy DSL** |  | **Nominated Governor** |
|  2020/2021 |  |  Mrs A Hodgson Mrs B Worthington Mrs S Cryer Mrs S Hudson Mrs L Entwistle Mr T Hemissi |  |  Mrs A Kelly |

1. **Training for Designated Staff in School**

(“DSLs should refresh their training every 2 years” KCSIE Sept 2021)

|  |  |  |
| --- | --- | --- |
| **Name of Staff Member/ Governor** | **Date when last attended Safeguarding Training** | **Provided by Whom (e.g. LCC, Governor Services)** |
| Mrs A Hodgson | May 2021 (Lead) | Phil Threlfall |
| Mrs B Worthington | May 2021 (Back Up) | Phil Threlfall |
| Mrs S Hudson | May 2021 (Back Up) | Phil Threlfall |
| Mrs L Entwistle | May 2021 (Back Up) | Phil Threlfall |
| Mr T Hemissi | May 2021 | Phil Threlfall |
| Mr M Williams | May 2021 (Initial DSL) | Phil Threlfall |
| Mr M Cole | May 2021 (Initial DSL) | Phil Threlfall |
| Mrs L Doney | May 2021 (Initial DSL) | Phil Threlfall |
| Mr J Thompson | May 2021 | Phil Threlfall |
| Mr Nathan Rogan | May 2021 | Phil Threlfall |
| Ms S Duplain | May 2021 | Phil Threlfall |

1. **Whole School Safeguarding Training**

(“All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates…as required, but at least annually…" KCSIE Sept 2020)

|  |  |  |
| --- | --- | --- |
| **Who attended (e.g. all teaching and welfare/support staff, Governors, volunteers)** | **Date** | **Training delivered by**  |
| All teaching and support staff- 3 Yearly update training | March 2013 | Alison Hodgson DSL |
| All teaching and support staff On-line CP training | March 2013 | Hays On-line training |
| All teaching and support staff E-Safety Training | 16/10/13 | S. Brice |
| All teaching and support staff KCSIE Update training | 4th November 2015 | A. Hodgson DSL |
| All teaching and support staff- Chanel Wrap/Prevent training | 09/12/15 | S. Naqui - Prevent |
| All teaching and support staff Prevent on-line training | December 2015 | College of Policing |
| All Teaching and support Staff CP 3 yearly training | 06/06/2016 | Phil Threlfall |
| Keeping Children Safe in Education September 2016 – Full Governor Training | 23/11/2016 | A Hodgson DSL |
| Keeping Children Safe in Education September 2016 – Full Staff/Support Staff Training | 30/11/2016 | A Hodgson DSL |
| Facilities Management CP/KCSIE 2016 Update | 08/12/16 | A. Hodgson DSL |
| All staff 5-minute Briefing Updates every Monday  | September 2017 – June 2018 | A Hodgson DSL |
| Safeguarding Update in Towards Outstanding. All Staff | 01/03/18 | A Hodgson DSL |
| On-Line Safeguarding Training All Staff (Test) | March 2018 – July 2018 | A Hodgson DSL |
| All teachers and support staff and some governors - Prevent Training | 6th February 2019 | R. Grigorjevs - Burnley Borough Council Prevent Lead |
| Introduction of Operation Encompass | April 2019 | B. Worthington |
| All teachers and support staff - 3 yearly update training | 5 & 12 June 2019 | Phil Threlfall |
| All teachers and support staff – Update training re KCSI 2019/ Safer working Practice and internal systems | 20th November 2019 | A.Hodgson/B.Worthington |
| New staff Induction Updated | November 2019 | A.Hodgson |
| Annual On-line Safety Course for all teachers and school staff | March 2020 | National Online Safety |
| Certificate of Health and Safety in Schools | April 2020 | National Online Safety |
| Certificate in Prevent Duty in Schools | April 2020 | National Online Safety |
| Certificate in SEND Code of Practice (Teachers and support staff only) | May 2020 | National Online Safety |
| Certificate in County Lines | June 2020 | National Online Safety |
| Update for all staff on KCSiE 2021CP/Safeguarding training all college staff | October 2020 | AHONational Online Safety |
| Whole college staff audit re understanding key areas of safeguarding/CP | May 2021 | AHO |
| Update for all staff on KCSiE 2021CP/Safeguarding training all college staff | October 2021- January 2022 | AHO/BWO/SHUNational Online Safety |

\* In line with government direction regular Child Protection/Safeguarding updates will be given to staff on a regular basis.

1. **Safer Recruitment Training**

In line with KCSiE Sept 2020 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

|  |  |  |
| --- | --- | --- |
| **Name of Staff Member / Governor** | **Date when attended**  | **Provided by Whom (e.g. LCC, Governor Services, on-line training)** |
| Mrs B Worthington | Feb 2021 | High Speed Training |
| Mrs S Cryer | Feb 2021 | High Speed Training |
| Mrs E Johnson | Feb 2021 | High Speed Training |
| Mrs A. Hodgson | Feb 2021 | High Speed Training |
| Miss W Gerrard | Feb 2021 | High Speed Training |
| Mr A Rahman | Feb 2021 | High Speed Training |
| Mrs Z Hammond-Phillips | Feb 2021 | High Speed Training |
| Mr I Powell | Feb 2021 | High Speed Training |
| Mr T Hemisi | Feb 2021 | High Speed Training |
| Ms J McGregor | Feb 2021 | High Speed Training |
| Mrs C Allen | Feb 2021 | High Speed Training |
| Mr M Holden | Feb 2021 | High Speed Training |
| Mrs A Kelly COG | Nov 2016 | LCC |

1. **Review Dates for this Policy/KCSIE 2021**

**(Annual review required KCSIE)**

|  |  |  |
| --- | --- | --- |
| **Review Date** | **Changes made** | **By Whom** |
| October 2017 | Child Protection Policy amended to include Peer on Peer abuse/sexting/On-line safety/Prevent 10/11/17 | AHO/DTA |
| October 2018 | Child Protection/safeguarding Policy updated following KCSiE 2018 and Working together to Safeguard Children update July 2018.  | AHO/DTA/BWO |
| April 2019 | Introduction of Operation Encompass Policy | BWO |
| September 2019 | Child Protection/Safeguarding Policy updated following KCSiE 2019 | AHO/BWO/DTA |
| November 2019 | Staff Induction Updated | AHO |
| September 2020 | Child Protection/Safeguarding Policy updated following KCSiE 2020 | AHO/BWO/SHU/LEN/THE |
| October 2020 | Addendum for CP Safeguarding Updated | AHO/BWO |
| January 2021 | Child Protection/Safeguarding Policy updated |  AHO |
| May 2021 | Child Protection/Safeguarding Policy updated | AHO |
| May 2021 | Staff Audit re Understanding of Key Areas e.g. sexual violence harassment  | AHO |
| September 2021 | Updated following KCSiE 2021 | AHO |
| January 2022 | Updated to include changes to Early Help and CSC referrals, format standardised | BWO |

1. **Training Information for DSLs**

|  |  |  |  |
| --- | --- | --- | --- |
| Member of staff | Course Title | Date | Provider |
| BWO | Healthy Relationships Education | 01/10/2014 | Learning Excellence |
| BWO | NHS – Sexual Lives of Young People in a Digital World. | 06/11/2014 | NHS Lancashire Care Foundation |
| BWO | The World’s First Alternative Solutions to Hate Crime. | 26/11/2014 | Sophie Lancaster Foundation |
| DTA | CLA Conference Woodlands | 24/02/15 | LCC |
| BWO | Every Action has Consequences | 11/04/2015 | Every Action has Consequences |
| BWO | Sex and the Law | 08/05/2015 | NHS |
| AHO | Radicalisation and Preventing Extremism | 13/10/15 | Optimus EducationDai Durbridge |
| SCR | Radicalisation and Preventing Extremism | 13/10/2015 | Optimus EducationDai Durbridge |
| AHO | Mental Health Self-Harm, Depression, Eating Disorders, Managing Cases in School | 13/10/2015 | Optimus EducationYvonne Spencer |
| SCR | Managing Allegations against Staff. | 13/10/2015 | Optimus EducationDai Durbridge |
| AHO | Social Media, Cyber-bullying and On-line Behaviour | 13/10/2015 | Optimus EducationKatie Micholson |
| SCR | Social media, Cyber-bullying and on-line behaviour | 13/10/2015 | Optimus EducationKatie Micholson |
| DTA | Multi-Agency Working Safeguarding in East Lancs | 13/10/2015 | LCC |
| All Staff | Keeping Children Safe in Education | Nov 2016 | Alison Hodgson |
| BWO | Preventing Extremism and Tackling Radicalisation | 14/10/2015 | Optimus Education |
| DTA | Education Matters Conference | 22/10/2015 | LCC |
| BWO | Channel General Awareness Module | 6/11/2015 | Unity College |
| DTA | Attachment and Trauma | 22/11/2016 | LCC |
| BWO | E SAFETY Briefing | 12/01/2016 | LCC |
| BWO | Enough Abuse | 28/01/2016 | LCC |
| DTA | Enough Abuse | 28/01/2016 | LCC |
| DTA | Star Family Plus Assessment | 23/02/2016 | LCC |
| BWO | ASIST Training Suicide intervention | 25/26/02/2016 | Living Works Education |
| BWO  | Community REACH training. Prevent Agendas | 06/01/20016 – 23/03/2016 | Burnley Borough Council |
| AHO/DTA/BWO + student support team | Transgender LGBTQ Awareness | 23/02/2016 | Brook |
| DTA | Safeguarding in Schools Update Training | 06/06/2016 | Phil Threlfall |
| DTA | Attachment Awareness Schools Emotional Coaching | 29/06/2016 | LCC |
| DTA | Update New Continuum of Need | 13/06/2016 | LCC |
| AHO/DTA | Child Protection in Education  | 06/10/16 | Optimus Education |
| AHO/DTA | Safeguarding Children with Mental Illnesses. | 06/10/16 | Optimus EducationKate Golding |
| AHO/DTA  | E-Safety – Safeguarding Students and Staff: Monitoring Online Activity and Behaviour to Identify Early Warning Signs of Safeguarding Risk. | 06/10/16 | Optimus EducationTraci Good – Online Safety Consultant |
| BWO | Having Difficult Conversations | 07/10/16 | Tim Parry and Johnathan Ball Foundation for Peace. |
| DTA | Honour Based Violence/Forced Marriage | 15/11/16 | LCC |
| BWO | On-line Safety Briefing | 16/01/17 | LCC |
| AHO/DTA | Online Safety Briefing Woodlands | 17/01/17 | LCC |
| BWO | Tools to Create a More Civil Society Witton Park Academy  | 18/01/17 | Facing History |
| DTA | CLA PEP Training | 20/02/17 | LCC |
| BWO | Children and Young Peoples who Self-Harm  | 19/04/17 | NHS |
| AHO/DTA/BWO | Level 1 Online Safeguarding | 21/04/17 | LCSB |
| AHO/DTA/BWO | Level 2 Online Safeguarding | 25/04/17 | LCSB |
| DTA | Listening Tree Support emotional health | 19/06/17 | LCC – Virtual School |
| All Staff | 5-minute Briefings | On-going all year | LCC |
| DTA | CLA Conference with StudentsUCL Preston | 19/10/17 | LCC – Virtual School |
| DTA/BWO | Risk Sensible Model (CLC) | 24/10/17 | LCC |
| BWO | Behaviour Management in Sims County Hall | 21/11/17 | LCC |
| DTA/AHO | Online Safety Briefing Event | 16/01/18 | LCC |
| AHO | Effects of Cannabis Use | 24/01/18 | LCC |
| BWO | Designated CLA Conference | 15/03/18 | LCC |
| DTA/BWO | Risk Sensible Model | 22/23/05/18 | LCC |
| BWO/SHU | Supervision and Staff Well-being  | 14/06/18 | LCC |
| BWO/SHU | Supervision and Staff Well-being | 02/07/18 | LCC |
| BWO | Reach Development Session | 03/07/18 | Burnley Borough Council |
| BWO | Transforming Conflict | 11/09/18 – 13/11/18 | Peace Foundation |
| AHO/BWO | Child Protection in EducationNew Guidance updatePeer on Peer AbuseNeglectStaff TrainingDSL Well-beingChanges to Working together 2018On-line SafetyMental Health | 04/10/18 | Optimus Education |
| BWO/DTA | Consultation on Lancashire’s multi-agency neglect strategy | 08/10/18 | LSCB |
| BWO | A Day With an Iman (understanding radicalisation) | 8/11/18 | Flowhesion Project |
| BWO | ACE’ – Assessing & Understanding Children’s Mental Health | 12/11/18 | Lancashire Emotional Health in Schools |
| BWO / DTA | CLA Student Conference | 14/11/18 | LCC – Virtual School |
| BWO/SHU | Supervision and Staff Well-being | 04/12/18 | LCC |
| BWO | Communicating with Young People Who Are Distressed, Angry, or Unhappy | 14/01/19 | Lancashire Emotional Health in Schools |
| BWO | Online Safety Live | 15/01/19 | LCC |
| BWO | Encompass for Key Adults | 28/01/19 | LSCB |
| DTA/BWO | CLA Designated Teacher Training | 27/03/19 | LCC |
| SHU | Improving Behaviour | 13/06/19 | Blackpool Research School |
| BWO / DTA | ACE’s Training for Designated Persons for CLA | 27/03/19 | LCC – Virtual School |
| AHO/BWO/DTA | Webinar KCSIE 2019 Changes | 11/07/19 | Hays  |
| VSM/SDU | Lego Therapy | 09/2019 | Behaviour Solutions |
| VSM | SEND Summit | Oct 2019 | NASEN |
| BWO/DTA | CLA Training  | 02/10/19 | LCC |
| SHU | Early Help Network Event | 03/10/19 | Burnley Football Club  |
| All Pastoral Support Staff | Kooth Training (Mental Health) | 18/11/19 | Kooth |
| SHU/LEN | Assessing and Understanding Young Peoples Mental Health | 23/01/20 |  |
| SHU /LEN  | Safeguarding Webinar | 02/03/20 /28/04/20 /10/07/20 |  |
| SHU | Knife Crime and County Lines | 12/03/20 | N/A |
| BWO | Behaviour Management | 22/04/20 | Hays |
| AHO/BWO/SHU/LEN | Optimus Webinar – On-going Safeguarding Updates | 02/03/2028/04/2010/07/20 | Optimus Webinar |
| VSM | SENCo Award (Merit) | April 2020 | Edge Hill University |
| BWO | National On-line Safety Webinar | May 2020 | NOS Webinar |
| BWO | DSL Annual Online Safety for Schools | 29/05/20 | NOS Webinar |
|  | Lone Working Good Practice | 29/05/20 | Hays |
| BWO | Certificate in Understanding Mental Health  | 02/06/20 | NOS Website |
| BWO/SHU/LEN | Understanding Anxiety | 09/06/20 | Creative Education |
| BWO | Prevent Webinar | 08/07/20 | Lancashire Prevent Team |
| BWO | DSL Drop-in Session | 10/07/20 | LCC Safeguarding team |
| BWO/SHU/LEN | Trauma Informed Work in Schools | 14/07/20 | Lancashire Emotional Health in Schools |
| BWO | Facilitating a Successful Transition | 14/07/20 | LCC |
| BWO | New PEP Training Webinar | 03/08/20 | Virtual School |
| BWO | Covid-19 Supporting Pupils and STAFF Mental Health after Isolation on Return to School webinar | 03/08/20 | National College |
| AHO/BWO/SHU/LEN/THE | Safeguarding Whilst Online Course DSL’s | December 2020 | NOS |
| BWO | Certificate in Understanding County Lines | 03/01/21 | NOS |
| All DSL’s and Student Support Staff | Suicide Prevention Training | Feb 2021 | Zero Suicide Alliance |
| BWO | Shaping the Future of Early Help | 23/03/21 | LCC |
| BWO | Sexual Behaviours Traffic Light Tool | 24/06/21 | Brook |
| BWO | Annual Advanced Certificate in Online Safety for Safeguarding Leads 20-21 | 28/06/21 | NOS |
| BWO | Early Help and Assessment Plan | 11/11/21 | LCC |
| BWO | Advanced Certificate in Safeguarding for Safeguarding Leads |  | NOS |