



**Croydon
College**

SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK POLICY
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Approved by: Governing Body

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Safeguarding Children, Young People and Adults at Risk Policy

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Section 1 - Policy for Safeguarding Children and Young People

1. PURPOSE

- 1.1 The College recognises that it has a duty to promote and safeguard the welfare of children and young people receiving education and training at the College. The purpose of this Policy is to provide a framework by which the College carries out its obligation to protect children and young people from harm.
- 1.2 The Policy provides clear direction to all members of the College community to ensure any child protection concerns, referrals and monitoring of actions are handled appropriately.
- 1.3 Accordingly, all staff receive a copy of this Policy and also Section 1 of 'Keeping Children Safe in Education' September 2016 (Appendix 5).

2. SCOPE

- 2.1 This Policy applies to all those working in, studying and visiting the College including students, the College workforce, Governors, volunteers and visitors to the College, including contracted services such as signers, employers offering work placements, transportation companies and contractors with direct access to children and young people.
- 2.2 A 'child' is defined as a person aged up to 18. A 'Young Person' is defined as between 12 and 20. 'Looked After Children', 'Care Leavers' and students with special educational needs up to age 25 may also need additional services, assistance, protection and consideration.
- 2.3 At the age of 18 and above, for most purposes, the associated Policy for Safeguarding Adults at Risk may be appropriate (see Section 2, page 9).
- 2.4 Students aged 14-16 whose main education provider is a School or the Council are covered by all aspects of the Policy when at the College. In accordance with agreed partnership protocols, there is a separate procedure for Child Protection referrals as schools/Council retain accountability for external referrals. Should there be an emergency and the College is unable to contact the appropriate school, the College will apply its referral procedures to the situation to ensure a child is safe. A copy of the internal protocol can be found in this Section, at Appendix 1.

3. PRINCIPLES

- 3.1 As a general principle, the College has a statutory responsibility to:
 - Safeguard and promote the welfare of children and young people;
 - Work together with other agencies to ensure adequate arrangements are in

place to identify, assess, and support those children who are suffering from or at risk of harm (including female genital mutilation (FGM) and Child Sexual Exploitation (CSE)); and

- Implement the Prevent Duty to safeguard individuals from radicalisation.

3.2 The three main elements of the Policy are:-

3.2.1 Prevention:

- Providing an environment in which children and young people feel safe, secure, valued and respected; feel confident and know how to obtain help and support;
- Training and raising awareness of all staff of the need to safeguard children and young people and of their responsibilities in identifying and reporting possible cases of abuse or radicalisation;
- Ensuring that all adults within the College carrying out regulated activity have been subject to the appropriate checks using safer recruitment procedures; and
- Implement the Prevent Duty of the Government's Counter Terrorism Strategy and where deemed appropriate, seek external support for students through referrals to the Channel Programme, in respect of safeguarding individuals from radicalisation, , .

3.2.2 Protection:

- Through raising the awareness of students as to how to keep themselves safe from harm, abuse or radicalisation;
- Through systematic monitoring of children and young people, known or thought to be, at risk of harm or radicalisation;
- Through structured procedures within the College to be followed in cases of suspected abuse; and
- Through effective working relationships with all other agencies involved in safeguarding children and young people.

3.2.3 Support:

- Ensuring that key concepts of child protection are integrated within the curriculum, and offered through effective information, advice and guidance within tutorials and cross-college service delivery where appropriate;
- Enabling students to develop critical thinking skills and discuss challenging topics in a supportive environment to help them understand and safeguard themselves from harm or extremism; All staff, workers, volunteers and visitors exemplify British values;
- Promoting British values through the 16-18 Study Programme and wider College life activities;
- Ensuring that children and young people are listened to and their concerns taken seriously and acted upon; and
- Working with others to support children and young people who may have

been abused, or in care to access the curriculum and take part in college life.

4 SAFER RECRUITMENT and DATA PROTECTION

4.1 Safer Recruitment

4.1.1 Preventing unsuitable people from working with children and young people is essential to keeping children safe and free from radicalisation. Rigorous selection, criminal record checking and recruitment of those working with children and young people is a key responsibility of the Director of Human Resources.

4.2 Records and Monitoring

4.2.1 The Director of MIS provides guidance to staff on Data Protection generally.

4.2.2 The Assistant Principal Academic Support ensures that safeguarding and child protection records are kept separately, securely and in accordance with confidentiality and data protection principles. The Assistant Principal Academic Support determines when and how information should be passed to other agencies, in consultation with key colleagues.

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Body approves the College's policy and annually reviews its implementation. The names and contact details of the persons carrying out the responsibilities below are displayed on the staff and student intranets. Each responsible person receives written confirmation of their responsibilities and, where appropriate, their job description.

5.1.1 Responsibilities of the Designated Governor for Safeguarding Children and Young People

5.1.1.1 The Designated Governor for Safeguarding Children and Young People will:-

- Provides regular Governor oversight to the implementation of the College's Policy for Safeguarding Children and Young People and associated procedures in particular with respect to partnership with the local authority, police and other bodies, risk assessment and action planning, staff training, internal processes and pastoral care ;
- Provide regular oversight of the College's Prevent duty; in particular with respect to partnership with the local authority, police and other bodies, risk assessment and action planning, staff training, internal processes and pastoral care;
- Receive any allegation made against the Principal and consult with the Local Authority Designated Officer (LADO) accordingly, and report any actions, as appropriate, to the Chair of Governors or relevant committee should the Chair of Governors be the Designated Governor; and

- Liaises with the Local Authority and is a member of the Local Safeguarding Children Board (CSCB) or may delegate these responsibilities to the Assistant Principal Academic Support and receive termly updates.

5.1.2 Responsibilities of the Principal

5.1.2.1 The Principal will:-

- Ensure the College's Policy for Safeguarding Children and Young People and associated procedures are in place and implemented to ensure the welfare of the student cohort;
- Lead the implementation of the Prevent duty throughout the College and actively engage with other partners including the police and BIS regional higher and further education Prevent co-ordinators to ensure best practice and minimise the risk of radicalisation of students;
- Delegate operational responsibility and implementation of procedures to a designated member of the Executive Group, the Deputy Chief Executive (DCE);
- Be responsible for receiving any allegations against members of the Executive and consulting with the Chair of Governors and the Director of Human Resources;
- Receive an annual report from the Executive Designated Senior Lead Person for Safeguarding Children and Young People (DCE) identifying all training undertaken by members of the College, together with the number of children or young people who have or have had a 'Child Protection Plan', 'Child in Need Plan' or 'Pathway Plan' in place;
- Receive immediate notification of any changes affecting the Policy or associated procedures and ensure the Policy is reviewed and amended, as appropriate; and
- If requested by the LADO and if appropriate, become the point of contact for communication with regard to an individual Safeguarding matter concerning an allegation against a member of staff.

5.1.3 Responsibilities of the Senior Designated Lead Person (Lead Child Protection Officer) for Safeguarding Children and Young People

5.1.3.1 The Senior Designated Lead Person (Lead Child Protection Officer) for Safeguarding Children and Young People including the Prevent duty is the Assistant Principal Academic Support and they will:-

- Ensure that the Safeguarding Policies and Procedures are implemented across the College and that staff understand their responsibilities and duties;
- Ensure that the Prevent duty is implemented across the College and that staff understand their responsibilities and duties;
- Ensure that resources are allocated to enable safeguarding responsibilities to be carried out;
- Ensure that appropriate members of staff have received specialist training on



- the Safeguarding and Child Protection referral processes;
- Ensure that there are identified deputies to take on these responsibilities in the absence of the Senior Designated Lead Person for Safeguarding Children and Young People;
 - Ensure that a relevant member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and feeds back actions as appropriate;
 - Attend Designated Borough meetings, to ensure that staff are updated regularly on current child protection issues and to provide a forum for the development of good practice. Be responsible for receiving any allegations against members of the public by a student in a work placement. The student will generally be withdrawn from the work placement, pending an investigation and both employer and parent, if appropriate, informed;
 - Provide any support needed for a member of staff involved in a child protection case who has requested assistance;
 - Provide an annual report to the Governing Body, detailing any changes to the Policy and its associated procedures;
 - Ensure that information regarding a safeguarding concern is only disclosed to other staff on a need to know basis;
 - Ensure that information regarding a safeguarding concern is disclosed to parents and carers only if this will not put a child at greater risk of harm, or impede any investigation;
 - Provide a report on all the children who have had a referral, a 'Child Protection Plan', 'Child in Need Plan' or 'Pathway Plan implemented';
 - Ensure the appropriate use of Control and Restraint techniques by trained staff and ensure that any incident is recorded and reviewed;
 - Make links across relevant agencies to enable increased collaborative working.
 - Represent the college at CSCB meetings and Quality Assurance meetings within the Council.
 - Oversee the completion of the annual safeguarding audit for the Council, completing an internal self-assessment report and quality improvement plan.

5.1.4 **Responsibilities of the Designated Person(s) for Safeguarding Children and Young People (Child Protection Officers).**

5.1.4.1 The Designated Persons for Safeguarding Children and Young People will:

- Refer a child if there are concerns about a child's welfare, possible abuse (including CSE or FGM) or neglect, or radicalisation to the Borough's Children's Services Child Protection team;
- Ensure that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- Ensure that all such records are kept confidentially, securely and are separate from Tutorial or main College records;
- Act as a focal point for student and staff concerns and liaison with other agencies and professionals;

- Ensure that all College staff, volunteers, visitors and placement (apprenticeships and work experience) employers are aware of the College's Policy for Safeguarding Children and Young People and referral procedures, and know how to recognise any potential concerns;
- Attend appropriate training as required by the Croydon Safeguarding Children Board (CSCB) in order to keep up to date with current knowledge in fulfilling the role;
- Attend regular training sessions provided specifically for the designated persons as necessary and appropriate;

5.1.4.2 The overarching monitoring and case management tracking and reporting is the responsibility of Study Plus Advice.

5.1.4.3 Out of main College hours, emergency referrals are made by the Duty Manager in consultation with the Senior Designated Lead or a Designated Person.

5.1.5 **Responsibilities of the Director of Human Resources**

5.1.5.1 The Director of Human Resources will:

- Be responsible for receiving any allegations against staff, workers and volunteers;
- Ensure that details of all allegations against staff, workers and volunteers are recorded and consults with the LADO, as appropriate;
- Ensure that any agreed actions are carried out with the LADO and reports on outcomes;

5.1.6 **Safer Recruitment Responsibility**

Alongside the Director of Human Resources and her team, all College managers have responsibility for safer recruitment including agency workers and volunteers.

5.1.7 **Responsibilities of the teaching and non-teaching staff at the College**

5.1.7.1 The teaching and non-teaching staff at the College will:-

- All staff have a responsibility to identify children or young people who may be in need of help or who are suffering, or are likely to suffer, significant harm. All staff then have the responsibility to take appropriate action, by immediately notifying the safeguarding lead or other designated person.
- Undertake appropriate training regularly in relation to safeguarding and promoting the welfare of children;
- Be alert to signs of abuse, CSE, FGM or radicalisation and report immediately, in person, to a Designated Person for Safeguarding Children



and Young People;

- Comply with the College policies and procedures on behaviour management and the Staff Code of Conduct;
- Children or young people cannot be expected to raise concerns in an environment where staff fail to do. All staff are made aware of their duty to raise concerns about the attitude or actions of colleagues or others in the College, for example, a volunteer or another student.
- Read and comply with the Code of Safe Conduct (Appendix 4); and
- Read and comply with the Guidance for Dealing with Disclosures of Possible Abuse, CSE or FGM (Appendix 2).

5.2 Parental Involvement

5.2.1 The College seeks to ensure that parents and carers understand the College's responsibility to:-

- Safeguard young people from radicalisation;
- Safeguard and promote the welfare of children; and
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

5.2.2 Parental involvement and the College's responsibilities are featured in the College's main publications, available and promoted at key College events.

5.3 Employer Involvement

5.3.1 The College seeks to ensure that employers understand the College's responsibility to:-

- Safeguard young people from radicalisation;
- Safeguard and promote the welfare of children; and
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

5.3.2 Employer involvement and the College's responsibilities are featured in the College's main publications, available and promoted at key College events.

6 EXECUTIVE RESPONSIBILITY

6.1 The Executive lead for this Policy is the Deputy Chief Executive (DCE). The College Senior Lead Designated Person for this Policy is the Assistant Principal Academic Support

Section 2 - Policy for Safeguarding Adults at Risk

1. PURPOSE

- 1.1 The College recognises that it has a duty to promote and safeguard the welfare of adults at risk receiving education and training at the College. The purpose of this Policy is to provide a framework by which the College carries out its obligation to protect adults at risk from harm
- 1.2 The Policy provides clear direction to all members of the College community to ensure that concerns, referrals and monitoring of actions in relation to an adult at risk of harm is handled appropriately.

2. SCOPE

- 2.1 This Policy applies to all those working in, studying and visiting the College including students, the College workforce, Governors, volunteers and visitors to the College and, where relevant, contracted services such as signers, employers offering work placements, transportation companies and contractors with direct access to students who may be adults at risk of harm.
- 2.2 This Policy and its accompanying procedures apply to adults at risk of harm including sexual exploitation, FGM or radicalisation who are students at College.

3. PRINCIPLES

- 3.1 An effective Adult Protection Policy is key to ensuring that adults at risk are protected from abuse and exploitation. It recognises that the key is ensuring that the relevant agencies are informed of any concerns (this would normally be the appropriate local authority adult services).

4. DEFINITIONS

4.1 Who is an Adult at Risk?

An adult at risk is a person aged 18 years or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or is unable to protect him or herself against significant harm or exploitation. It may also include adults who are vulnerable for some other reason, for example caring responsibilities, special educational needs, or who has suffered abuse or trauma.

This policy may also apply to 'Young Persons' aged 18-20, 'Care Leavers' and students with special educational needs up to age 25.

4.2 What is Abuse?

Abuse is a violation of an individual's human and civil rights by any other person or persons. This may consist of a single or repeated act and may be physical or psychological.

The main categories of abuse are:-

- 4.2.1
- **Physical abuse**, including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.
 - **Sexual abuse**, including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressurised into consenting.
 - **Psychological abuse**, including emotional abuse, radicalisation, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.
 - **Financial or material abuse**, including theft, fraud, exploitation, pressure in connection with property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
 - **Neglect and acts of omission**, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
 - **Discriminatory abuse**, including racism or sexism, abuse based on a person's disability, faith, sexual orientation and other forms of harassment, slurs or similar treatment.
 - **Institutional abuse** occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails the dignity, privacy, choice, independence or fulfilment of adults at risk. Institutional abuse can occur in any setting providing health and social care.

5. ROLES AND RESPONSIBILITIES

- 5.1 The Governing Body approves the College's Policy, and annually reviews its implementation.
- 5.2 The Designated Safeguarding Governor provides regular Governor oversight of the implementation of the Policy.

- 5.3 The Deputy Chief Executive (DCE) provides executive oversight of the implementation of the Policy and any activity undertaken by the Assistant Principal Academic Support in this respect.
- 5.4 The Assistant Principal Academic Support is the Senior Designated Lead Person for Safeguarding Adults at Risk and is responsible for ensuring the Policy is implemented across the College, including appropriate training for staff, raising awareness, dealing with allegations and recording and monitoring allegations.
- 5.5 Where an allegation is made against a member of staff the Director of Human Resources will be responsible for recording and consulting with the LADO as appropriate.
- 5.6 In the absence of the Assistant Principal Academic Support the Head of Study Plus is designated as the member of staff responsible for adults at risk.
- 5.7 It is the responsibility of all staff, regardless of organisational role, to immediately report and refer any incident of abuse or suspected abuse through the College's internal referral procedures to the designated person.
- 5.8 Urgent advice should be sought from the Safeguarding Team if a person is unsure if it is a case of abuse. An internal referral form, available at Appendix 3 of this Policy should be used.
- 6. EXECUTIVE RESPONSIBILITY**
- 6.1 The Executive lead for this Policy is the Deputy Chief Executive (DCE). (The College Senior Lead Designated Person for this Policy is the Assistant Principal Academic Support).

Appendix 1 - Protocol for Safeguarding 14-16 Year Old Students

1. The Senior Designated Lead Person for Safeguarding Children and Young People is responsible for receiving and acting upon all 14-16 Safeguarding referrals. This includes all collaborative provision, in conjunction with school and Council policies and practices.
2. All referrals by staff should be made, in writing, to the Senior Designated Lead Person for Safeguarding Children and Young People immediately using the main College referral forms (available on the intranet).
3. The Senior Designated Lead Person will then contact the School's Child Protection Officer immediately and within the working hours of the School. If they are not available, the Head Teacher/Principal of the School will be contacted.
4. The HoS Skills for Life will be advised that contact has been made, without confidential detail, for their records. The Senior Designated Lead Person for Safeguarding Children and Young People at the College will also take any appropriate further action to safeguard related students or risk assess incidents as per the College's main policies.

PLEASE NOTE: *If unable to refer within the set timeframes (immediately or by the end of the working day), the Senior Designated Lead Person Responsible for Children and Young People will make the referral directly to Social Services or the Police in accordance with the College's Safeguarding Policies.*

Note: All in conjunction with School Protocol.

Appendix 2 - Guidelines for Dealing with Disclosure of Possible Abuse, CSE, FGM or radicalisation and the Procedure for Reporting Concerns

(please also see form at Appendix 3)

This document is designed to be useful guidance when you have received a disclosure and you are about to complete the form at Appendix 3.

- Listen carefully and stay calm if a child or young person tells you about possible abuse, CSE, FGM or what they have told you has given rise to concerns regarding radicalisation;
- Make sure you understand what the child or young person is telling you. Do not interview the child or young person although, if necessary, you may seek to clarify details by using open questions and without putting words into his or her mouth;
- If appropriate in the circumstances, reassure the child or young person that by telling you, they have done the right thing;
- If appropriate in the circumstances, inform the child or young person that you must pass the information on, but that only those that need to know about it will be told. Inform the student to whom you will report the matter;
- Do not promise that you can keep this a secret or that 'in confidence' means that you won't pass it on;
- Make a careful note of the main points on the internal referral form at Appendix 3;
- Make a detailed note of the date, time, place, what the child or young person said, what they did and your questions etc.
- Staff should not investigate concerns or allegations themselves but should report them immediately to the designated person. The designated person will make a referral in accordance with the relevant guidelines.
- MyPT (My Progress Tracker) – due to the highly confidential nature of a child protection disclosure you should not update the student's MyPT record with the disclosure. The designated person is responsible for making appropriate records.
- A record should be made of any monitoring undertaken and the Register of Attendance completed.
- Since 31 October 2015 it is a legal requirement to report known cases (visually identified or verbally disclosed) of FGM by teaching and health care professionals to the police under the FGM Mandatory reporting duty. Any such information will be reported to the police by contacting them on the 101 number. This duty does not apply in relation to 'at risk' or suspected cases. In these cases, the Designated Person will make timely and appropriate multi-agency referrals (MASH) if FGM is suspected. In these cases, parents will not be informed before seeking advice. In addition, the case will still be referred to MASH even if it is against the young person's wishes.

Appendix 3 - Safeguarding Child Protection Referral Form (Including Adults at Risk)

SAFEGUARDING CHILD PROTECTION REFERRAL FORM

Student Name:	I.D. Number:
DOB :	
Course of Study:	
Address:	Local Authority (if known):
First Language of Student/Parents:	Ethnicity:
Student's Telephone No:	

Reason for referral:
 (What have you observed/what has the student disclosed to you which leads you to believe this is a child protection referral where a child (or vulnerable adult) may be at risk of harm or being harmed? Give as much detail as possible and attach a copy of any background notes which may be relevant to this referral)

(continue overleaf or on a separate sheet if necessary)

Signed:	Name: (please print clearly)	
Date:	Room:	Tel:

Please hand this referral personally to the Study Plus Advice Drop-in, ground floor (Fairfield). To discuss a referral please call on extension 3498.

Appendix 4 - Code of Safe Conduct

College staff and workers should take care not to place themselves in a vulnerable position with a child or young person. If a student or another person makes an allegation concerning you or another member of staff you should immediately inform the Senior Designated Lead Person for Safeguarding (Assistant Principal Academic Support).

Some very simple steps that staff must follow are set out below. These will help ensure that professional boundaries and College policies are maintained.

- All staff should be make sure they have read the College's Respect for All Policy and the Staff Code of Conduct, with particular reference to professional boundaries;
- Wherever possible avoid spending time unobserved with young people;
- Where absolutely necessary invite the young person to bring someone with them, move into the view of others or leave the door open;
- Where a private conversation is absolutely necessary inform another member of staff of your whereabouts and approximately how long you will be with the young person;
- Workers and volunteers should watch out for each other. Are colleagues being drawn into situations which could be misinterpreted? How colleagues view each other's practice will be how outsiders view it including parents or carers;
- Be aware of any physical contact with a young person. Where necessary, for example, when there has been an accident ensure that you are treating the person for the injury. Do not continue with any additional contact wherever it is unnecessary.
- Do not have or be perceived to have favourites;
- Do not give lifts to young people outside agreed activities which have been authorised;
- Where it has been authorised that you may transport a young person in your car then ensure that your manager knows how long you will and ensure that you take a mobile telephone with you in case of unexpected delay. Ask the young person to sit in the back;
- Do not invite or take a young person to your home;
- Do not under any circumstances use any physical punishments or action that involves locking in a child or young person;
- Do not arrange meetings outside working hours. Do not develop social relationships with young people. If you come into contact with a young person in a social setting try and move away, if this is not possible try and maintain a professional distance. Pay attention to your own behaviour in such a setting;
- Do not buy goods from or use the services of students or their friends;
- Do not accept any money or gifts from service users. Tell young people of the College policy and ensure that the young person does not feel offended;
- Do not give money or gifts to students; and
- Do not lend or borrow money from students.

If you are in doubt as to whether a proposed action is consistent with safe conduct you should err on the side of caution and consult your manager.

Appendix 5 - Keeping Children Safe September 2016 Part 1

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. 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.
4. 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 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage

³ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **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 (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989⁵ that may follow a referral, along with the role they might be expected to play in such assessments.⁶

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

⁵ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁶ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**⁷, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

⁷ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁸

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

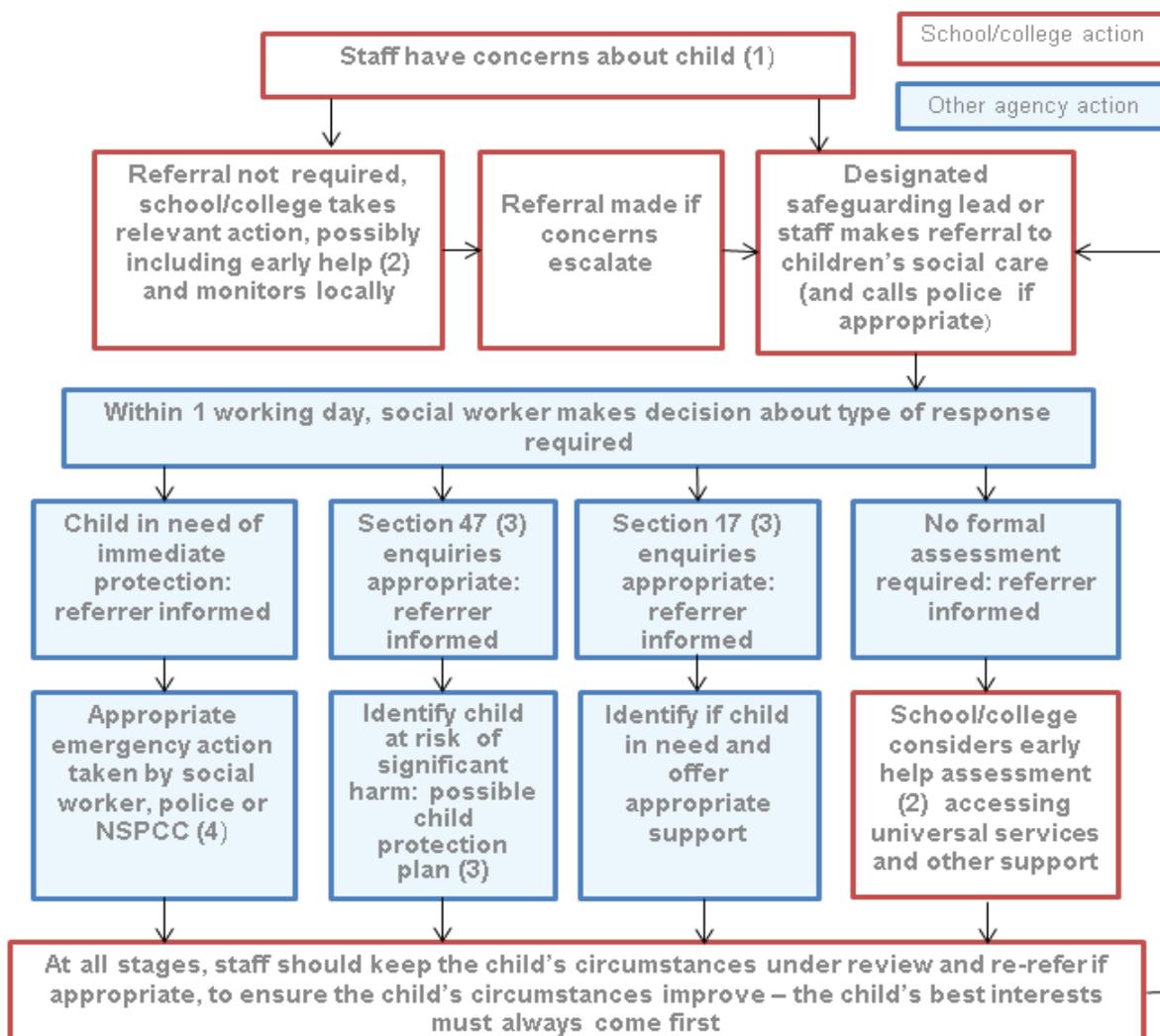
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁹

⁸ [Serious case reviews, 2011 to 2014](#)

⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

36. **Abuse:** a form 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 by another child or children.

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

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

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

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)

- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.