



Castle Donington College

Policy and Procedures on Safeguarding/Child Protection

(based on LCC model policy July 2020)

Date agreed by the Full Governing Board

7th September 2020

Date for review

September 2021

Signed by Chair of Governors

The College follows Guidance and Advice given by the Government and Local Authority when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.

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1. Named staff and contacts

- Principal Mrs J Sheppard
- Designated Safeguarding Lead: Mr B Wilkinson
- Deputy Designated Safeguarding Leads:
 - Mrs S Danes
 - Mr N Barratt
 - Mr E Nelson
 - Mr D Purkiss
 - Mr J Canavan
 - Ms A Fincham
 - Mr S Blood
 - Mrs A Burns
 - Mrs S Harrison
- Designated Lead for Looked After Children Mrs A Burns
- Nominated Safeguarding Governor: Dr R Mitchell
- Chair of Governors Mrs R Wykes

The named staff may change during the life of this policy and will be amended when the Policy is next reviewed by the Governing Board

Safeguarding and Performance Unit contacts:

Head of Service Safeguarding and Performance Service

Kelda Claire 01163059084/07507686100

LADO / Allegations:

Kim Taylor/Lovona Brown 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 3057317

First Response Children's Duty (same day referrals)

Telephone 0116 3050005
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

NSPCC whistle blowing helpline number 0800 028 0285

All other referrals including Early Help Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line

0116 3058727

2 Introduction

2.1 Castle Donington College fully recognises the contribution it can make to protect children and support pupils in College. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance.

2.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance *"Keeping children safe in education – Statutory guidance for schools and colleges"*, September 2020. and *"Working Together to Safeguard Children"*, 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership – Multi-Agency Safeguarding Arrangements.

2.3 There are four main elements to our Safeguarding/Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding/child protection concerns);
- **Support** (to pupils and College staff and to children who may have been harmed or abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

2.4 This policy applies to all staff, volunteers, governors and visitors to the College. We recognise that child protection is the responsibility of all adults in the College. We will ensure that all parents and other working partners are aware of our Safeguarding/Child Protection Policy by displaying appropriate information in our Reception and on the College website and by raising awareness at meetings with parents as appropriate.

2.5 Extended school activities

Where the Governing Board provides services or activities directly under the supervision or management of College staff, the College's arrangements for safeguarding/child

protection will apply. Where services or activities are provided separately by another body, the Governing Board will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the College on these matters where appropriate.

3 Safeguarding/Child Protection Commitment

3.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined 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.

3.2 The College adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see College as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

3.3 Our College will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that children know that there are adults in the College whom they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

3.4 **Safeguarding/Child Protection in the Curriculum**

Pupils are taught about safeguarding in College. The following areas are among those addressed in PSHE and Relationships Education. Relationships and Sex Education and Health Education and in the wider curriculum:

- Anti-Bullying (including Cyberbullying)
- Drugs, alcohol and substance abuse (including awareness of County Lines and the criminal exploitation of children where appropriate)
- Online safety
- Understanding age appropriate relationships
- Recognising risk (on-line, offline, sexual exploitation, Domestic abuse, substance misuse, gang activity, criminality)
- The danger of meeting up with strangers
- Fire and water safety
- Domestic Abuse/Relationships/Consent
- (So called) Honour Based Violence (HBV) e.g. forced marriage, Female Genital Mutilation (FGM)
- Sexual Exploitation of Children (CSE) including online
- Child criminal exploitation
- Preventing Extremism and Radicalisation

4 **Roles and Responsibilities**

4.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with safeguarding/child protection responsibilities within the College.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leaders for the current year are listed at the start of this document.

4.2 Governing Board

In accordance with the statutory guidance, “Keeping children safe in education” September 2019, the Governing Board will ensure that:

- The College has its own Child Protection/Safeguarding Policy, procedures and training in place which are effective and comply with the law at all times; the policy is made available publicly

- The College operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 3)
- There is a senior member of the College’s Leadership Team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after College and out of term time activities
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc
- The Principal, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated (at least every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the College’s arrangements for child protection and their responsibilities (including this Policy, Part 1 of Keeping Children Safe in Education, the Behaviour and Exclusions Policy and how to respond if children go missing’). The Local Authority Induction leaflet, (“Safeguarding in Education Induction – Child Protection Information, Safer Working Practice”) will be used as part of this induction and Annex A from the latest edition of “Keeping children safe in education” September 2019 is provided to all staff working directly with children
- Any deficiencies or weaknesses brought to the attention of the Governing Board will be rectified without delay
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Principal, in liaison with the Local Authority Designated Officer (LADO)
- Effective policies and procedures are in place and updated annually including a behaviour “Code of Conduct” for staff and volunteers. – “Guidance For Safer Working Practice for those who work with children in education settings May 2019”. Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding Return

- There is an individual member of the Governing Board who will champion issues to do with safeguarding children and child protection within the College, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Board
- The College contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children 2018” including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through College provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

4.3 **Principal**

The Principal of the College will ensure that:

- The policies and procedures adopted by the Governing Board are effectively implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Allegations of abuse or concerns that a member of staff or adult working at College may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer (LADO)
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285)
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails, to report these directly to Children’s Social Care (Children’s Services) or the Police

4.4 **Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Acting as a point of contact and providing information to the Safeguarding Children Partnership on safeguarding and child protection.
- Liaising with the Principal about issues especially to do with ongoing enquiries under Section 47 of the Children’s Act 1989 and police investigations.
- Liaison with the Governing Board and the Local Authority on any deficiencies brought to the attention of the Governing Board and how these should be rectified without delay
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed)
- Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.
- Acting as a source of support, advice and expertise within the College and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies
- To attend and contribute to child protection conferences and other social care meetings when required
- Being alert to the specific needs of vulnerable children especially in need - those with a social worker, special educational needs, a disability and young carers and promoting
- their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues.
- Ensuring each member of staff has access to and understands the College’s Safeguarding/Child Protection Policy, especially new or part-time staff who may work with different educational establishments
- Ensuring all staff have induction training covering child protection, the pupil Behaviour and Exclusions Policy, Children who go missing and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” and Annex A to those working directly with children
- Keeping detailed (signed and dated), accurate and secure (written or electronic) records of concerns, consequent actions and any referrals

- Obtaining access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the College, ensuring their safeguarding/child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible (best practice is in a face to face meeting) - this will be in advance of the pupil arriving where specific ongoing support is required
- Maintaining and monitoring secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below

4.5 Looked After Child Lead

The duties of the LAC Leader are performed by the current SENDCO in the College. The responsibilities of the Looked After Child Lead are found in “The designated teacher for looked- after and previously looked-after children: Statutory guidance on their roles and responsibilities” (February 2018) and include:

- Being a central point of initial contact within the College
- Working with Virtual Schools Heads to promote the education of looked-after and previously looked-after children
- Taking lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked- after children learn and achieve and how the whole school supports the educational achievement of these pupils
- Involving the child’s parents or guardians in decisions affecting their child’s education, and be a contact for parents or guardians who want advice or have concerns about their child’s progress at school.

5 Records, Monitoring and Transfer

- 5.1 Well-kept records are essential to good safeguarding/child protection practice. All staff are clear about the need to record and report concerns about a child or children within the College. Records of concerns are recorded in a timely fashion, dated and passed to the safeguarding team via CPOMS. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies (in accordance with the Data Protection Act 2019 and GDPR principles).

- 5.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 5.3 Safeguarding/child protection records are stored securely, with access confined to specific staff e.g the Designated Safeguarding Lead (and deputies) and the Principal.
- 5.4 Safeguarding/child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity, helps to enable effectively monitoring. Any actions taken are clearly indicated.
- 5.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible, then the confidential records will be sent by recorded delivery to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police are copied.

6 Information sharing

- 6.1 When any information is shared concerning living individuals, due consideration is given to the advice in the DfE document: *“Advice for practitioners providing safeguarding services to children, young people, parents and carers”* (July 2018) which states:
- “Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.”
- 6.2 The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child. The key principles involved are that any sharing of sensitive information should be:

Necessary and proportionate

When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the

impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

Record

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

7 Support to pupils and College staff

7.1 Support to pupils

Our College recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that it is likely to adversely impact their mental health and emotional well-being. For such children, the College may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, care-leaver or previously looked after or are experiencing some form of neglect. Our College seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils experiencing Special

Educational Needs or disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in College or outside (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained with Appendix A of the statutory guidance, 'Keeping Children Safe in Education 2020'.

7.2 **Peer on Peer Abuse.** This College recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could, for example, include sexual violence, sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls. There are separate College and local authority/Safeguarding Children Partnership guidance and/or policies to address these concerns including the pupil Behaviour and Exclusions Policy, Anti-Bullying Policy, E-Safety Policy, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance) and DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" Where specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of abuse and to ensure the safety of all staff and pupils. Appropriate support will also be offered to both victim and perpetrator and a referral to any relevant outside agency will be made e.g. police/social care. Procedures are detailed in the linked College policies mentioned above.

7.3 **Sexting** - The College will always respond, if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the College's response on a case by case basis.

The key points are:

- Inform a member of SLT/Principal/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by College staff
- If the College is to deal with the matter, involve parents in ensuring the images are deleted

- If there is evidence of exploitation or the targeting of a vulnerable pupil, inform the police.

7.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Upskirting’ is now a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and Relationship and Sex Education and Health Education, will include a number of safeguarding issues as set out in the DfE statutory guidance ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the College’s Behaviour and Exclusions Policy and pastoral support system.

Responding to an incident

- The College will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

7.5 **Children Missing – (including absence from school)** our College recognises the entitlement that all children have to education and will work closely with the Local Authority to share information about pupils who may be missing out on full time education or who go missing from education. The Local Authority will also be informed where children are to be removed from the College register: a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by Child Sexual Exploitation perpetrators and drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including serious violence and violent crime. Children who attend an alternative education provision are more likely to be vulnerable to these forms of exploitation.

- 7.6 **Child Sexual Exploitation and Child Criminal Exploitation (CCE)** are a form of sexual abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.
- 7.7 **So-called 'honour-based' violence (HBV)** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), (see Appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- 7.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety

check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

7.9 **Substance misuse**

Through liaison with local agencies, it is known that there has been an increase in drug related criminal activity in Castle Donington. The College has a key role to play in ensuring that pupils understand the risks involved and have the confidence, knowledge and skills to avoid them. It also has a major contribution to make in discouraging drug misuse, encouraging positive attitudes and self-esteem, and promoting healthy lifestyles. There is a drugs education element included in the PSHE programme and the College maintains strong liaison links with the Police and Loughborough Inclusion Partnership in order to maintain an up to date understanding of the risk to our pupils of substance misuse.

Where there is a concern raised concerning substance misuse:

- We will liaise with the police, social care and parents as appropriate;
- We will follow the College Behaviour and Exclusions Policy as appropriate.

7.10 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the College's complaints process.

7.11 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people, staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Principal/Designated Safeguarding Lead about the support they require. The Principal/Designated Safeguarding Lead should seek to arrange the necessary support.

Support for the Principal/Designated Safeguarding Lead may be sought from the LA Safeguarding Development Officers:

Simon Genders	0116 305 7750	simon.genders@leics.gov.uk
Ann Prideaux	0116 305 7317	ann.prideaux@leics.gov.uk

8 **Working with parents/carers**

The College will:

- Ensure that parents/carers have an understanding of the responsibility placed on the College and staff for safeguarding/child protection by setting out its obligations on the College website.

- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children’s Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

9 Other Relevant Policies

9.1 The Governing Board’s statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies:

- Behaviour and Exclusions (*including DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”*)
- Staff Code of Conduct (‘Guidance for Safer working practice’)
- Anti-Bullying (including Cyberbullying)
- Special Educational Needs and Disability
- Educational Visits and Activities
- First Aid
- Administration of Medicines
- Health and Safety
- Relationship and Sex Education
- Equal Opportunities
- ICT/E-Safety
- Mobile and Electronic Devices Policy

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

10 Recruitment and Selection of Staff (also see Safer Recruitment Procedures)

10.1 The College’s safer recruitment processes follow the statutory guidance: *‘Keeping children safe in education September 2020, Part Three: Safer recruitment’*.

10.2 The College will provide all relevant information in references for a member of staff about whom there have been concerns about safeguarding/child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

10.3 The College has an open child protection/safeguarding ethos, regularly addressing child protection/safeguarding responsibilities during staff meetings and fostering an ongoing

culture of vigilance. All new staff and volunteers receive a child protection/safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

- 10.4 In line with statutory requirements, every recruitment process for College staff will have at least one member (teacher/manager or governor) who has undertaken Safer Recruitment training.
- 10.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).

11 Visitor Checks

- 11.1 *Keeping Children Safe In Education* (September 2020) states that:

“Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.”

- 11.2 All visitors to the College are required to sign in using log book and the date and time of entry and exit recorded.
- 11.3 Any person visiting the College who is able to show photo i.d. and evidence of a recent DBS check will be issued with a green visitor’s lanyard and badge by reception staff. Such visitors will be permitted to undertake their business and move around the College unaccompanied where appropriate.
- 11.4 Any person visiting the College who is **not** able to show photo i.d. and evidence of a recent DBS check will be issued with a red visitor’s lanyard and badge by reception staff. Such visitors are not permitted to undertake their business or move around the College unaccompanied by a regular member of the College staff
- 11.5 Members of staff should alert the reception desk or a member of the Senior Leadership Team immediately if any visitor without a badge is found on the College site. If it is safe to do so, staff should approach any unbadged visitor (preferably with a colleague) and escort them back to reception.

If it is deemed unsafe to approach visitors alone or in a pair, staff should alert the Senior Leadership Team before approaching the visitor.

APPENDIX 1

Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child.

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A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk;) The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially. Castle Donington College uses the CPOMs system to create and maintain such records.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and/or undermine Policy enquiries, and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the College.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Principal must be informed.
- 4) If the allegation is about the Principal, the information should normally be passed to the Chair of Governors or the Local Authority Designated Officer (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care, the First Response Children’s Duty should be contacted by phone. Written confirmation should be made within 24 hours on the Multi Agency Referral Form to Children’s Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance).

- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving College, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

Process for dealing with allegations against staff (including the Principal) and volunteers

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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 he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2020 (part 4: Allegations of abuse made against teachers and other staff)

1) **Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Principal.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Principal, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer (LADO), Safeguarding and Improvement Unit as soon as possible.)

2) **Principal (or Chair of Governors)**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Designated Officer (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

- iv. Report to First Response Children's Duty if the Designated Officer (LADO) so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Designated Officer (LADO)
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

Procedure for staff to raise a whistle-blowing concern

Whistle-blowing covers concerns made that report wrongdoing that is “in the public interest”. When it comes to our duty to protect and safeguard children, examples of whistle-blowing include (but aren’t limited to):

Pupils’ health and safety being put in danger

Failure to comply with a legal obligation or statutory requirement e.g. not reporting a case of FGM to the Police

Attempts to cover up the above, or any other wrongdoing in the public interest

A whistle-blower is a person who raises a genuine concern relating to the above.

1. When to raise a concern

Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or College procedures, put young people in danger or was an attempt to cover any such activity up.

2. Who to report to

Staff should report their concern to the Principal. If the concern is about the Principal or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Chair of the Governing Board (named in Appendix 1). Staff are also able to seek independent advice through the NSPCC whistle blowing helpline number (Appendix 1).

3. How to raise the concern

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter.

4. College procedure for responding to a whistle-blowing concern

i. Investigating the concern

When a concern is received by the Principal or Chair of the Governing Board - referred to from here as the ‘recipient’ - they will:

Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative

Get as much detail as possible about the concern at this meeting, and record the information. If it becomes apparent the concern is not of a whistle-blowing nature, the recipient should handle the concern in line with the appropriate policy/procedure

Reiterate, at this meeting, that they are protected from any unfair treatment or risk of dismissal as a result of raising the concern. If the concern is found to be malicious or vexatious, disciplinary action may be taken.

Establish whether there is sufficient cause for concern to warrant further investigation. If there is:

- The recipient should then arrange a further investigation into the matter, involving the Principal and the Chair of the Governing Board if appropriate. In some cases, they may need to bring in an external, independent body to investigate. In others cases, they may need to report the matter to the police
- The person who raised the concern should be informed of how the matter is being investigated and an estimated timeframe for when they will be informed of the next steps

5. Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred. The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the Principal, Governing Board and other staff if necessary will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

Whilst we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

6. Malicious or vexatious allegations

Staff are encouraged to raise concerns when they believe there to potentially be an issue. If an allegation is made in good faith, but the investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, the Governing Board will consider whether any disciplinary action is appropriate against the person making the allegation.

7. Escalating concerns beyond the College

The College encourages staff to raise their concerns internally, in line with paragraph 4 of this appendix, but recognises that staff may feel the need to report concerns to an external body. A list of prescribed bodies to whom staff can raise concerns with is included [here](#).

Protect (formerly Public Concern at Work) has:

[Further guidance](#) on the difference between a whistle-blowing concern and a grievance that staff may find useful if unsure

A free and confidential [advice line](#) (The Protect advice line) can also help staff when deciding whether to raise the concern to an external party.

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our College recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our College is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our College seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.

Concerns should be referred to a Designated Safeguarding Lead who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

APPENDIX 5

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The College's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 6

Indicators of abuse and neglect

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.

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.

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 from 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.

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. 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

APPENDIX 7

Confidentiality Procedures in dealing with pupil disclosures

Staff need to be aware that effective sex and relationships education, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Staff should be aware of the procedures for reporting suspicions that a child is a victim of abuse or assault from adults or their peers or if they have reason to believe that he or she may be at risk of abuse.

Staff cannot offer or guarantee unconditional confidentiality

It is only in the most exceptional circumstances that staff will be in a position of having to handle information without parental knowledge.

Unless there are exceptional circumstances staff should:

- inform pupils and parents or carers of the College's confidentiality procedure and how it works in practice
- reassure pupils that their best interests will be maintained
- encourage pupils to talk to their parents or carers and give them support to do so
- ensure that pupils know that staff cannot offer unconditional confidentiality
- reassure pupils that, if confidentiality is broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse or assault, follow the College's Safeguarding/Child Protection Policy
- make sure that pupils are informed of the sources of confidential help, for example, the school nurse
- use ground rules in lessons

Members of staff are not legally bound to inform parents.

Personal disclosures

If a member of staff learns from a child under the age of 16 that they are having or are contemplating having, sex, they should follow this procedure:

- the young person should be persuaded to talk to their parents or carer
- any child protection issues should be addressed
- the child should be counselled and informed about contraception, including precise information about how and where they can access contraception and advice services.

If a disclosure takes place at an inappropriate time and place, the member of staff should talk again to the pupil before the end of the school day. In any discussion, staff need to be aware that they must not ask leading questions.

Current Legislation (Sexual Offences Act 2003)

Under 16s, including those under 13, have a right to confidentiality whether asking for contraceptive advice or any other medical treatment. An exception has been introduced, in statute, to make it clear that, for those who provide sexual health care and advice to young people, an offence has not been committed if s/he acts for the purpose of:

- protecting the child from sexually transmitted infection, or
- protecting the physical safety of the child, or
- preventing the child from becoming pregnant, or
- promoting the child's emotional well-being by the giving of advice

as long as the member of staff does not act for the purpose of causing or encouraging the activity constituting an offence or the child's participation in it.

The exception covers not only health professionals, but also anyone who acts to protect a child, for example; teachers, staff, careers advisors, parents, other relatives and friends.

Confidentiality can only be breached in exceptional circumstances where the health, safety or welfare of the young person or others would otherwise be at grave risk. The decision whether to breach confidentiality depends on the degree of current harm, not solely on the age of the person.

APPENDIX 8

Knives, Weapons and Gangs

This appendix should be read in conjunction with appropriate sections of the Behaviour and Exclusions Policy.

Historically, Castle Donington College has not been affected by serious violence or gang culture. However, it is recognised where these problems do occur there will almost certainly be a significant impact.

The College understands its duty and a responsibility to protect our pupils and believes that success in learning is one of the most powerful indicators in the prevention of youth crime. It is also recognised that dealing with violence also helps attainment.

Prevention

The College recognises that 'early intervention' includes anti-bullying and a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential.

Preventing violence can require a mix of universal, targeted or specialist interventions. Our aim is to:

- develop skills and knowledge to resolve conflict as part of the PSHE curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour e.g. through RESET work after an incident;
- understand risks for specific groups, including those that are gender-based, and target interventions where necessary;
- safeguard, and specifically organise child protection, when needed;
- carefully manage individual transitions between educational settings, especially into Loughborough Inclusion Partnership management or alternative provision; and
- work with local partners e.g. the Police to prevent anti-social behaviour or crime.

Response

Our response to incidents of related to the carrying of weapons and/or gang culture is set out in our Behaviour and Exclusions Policy. However, from a safeguarding perspective, in order to tackle violence affecting the College and the community, it is important to:

- understand the problems that young people are facing;
- consider possible avenues of support; and
- work with local partners (who may have valuable information, resources or expertise)

when deciding upon a particular course of action.

APPENDIX 9

Trafficking and Child Slavery

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

Staff will follow the established safeguarding procedure by reporting any concerns about trafficking or child slavery to the Designated Safeguarding Lead through CPOMS.

In response, the DSL or assistant DSL may take the following actions:

- If it is thought the child is in immediate danger, the police will be contacted on [999](tel:999).
- Referral to Leicestershire First Response (see Appendix 1)
- Contact the Modern Slavery Helpline to get help, report a suspicion or seek advice on [0800 012 1700](tel:08000121700) or fill in their [online form](#).

APPENDIX 10

Sexual abuse within the family environment

The Ofsted report: “The multi-agency response to child sexual abuse in the family environment Prevention” (February 2020) outlines a number of concerns over the way that different agencies respond to incidents of child sexual abuse within the family.

In response to this, the College recognises its responsibility to:

- Ensure that staff have the confidence to be able to identify the signs of sexual abuse within families and to understand the possible effects of that abuse on the child
- Ensure that pupils are taught to recognise situations where they might be the victims of sexual abuse and feel confident to report their concerns
- Work in close collaboration with partner agencies in the best interests of the child