

 SIXTHformCOLLEGE <small>CITY OF STOKE-ON-TRENT</small>	SAFEGUARDING POLICY	Pages	17
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General policy statement

Stoke-on-Trent Sixth Form College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of young people at the College. In doing so, appropriate liaison will take place with the police, social care, health services and other services to promote the welfare of young people as described in “*Working Together to Safeguard Children 2015* and “*Keeping Children Safe in Education 2018*”. (KCSiE 2018)


1. Aims

- 1.1 The aim of this policy is to keep the young people in our care safe, by providing a safe environment for them to learn and by helping to identify young people and vulnerable people who are suffering or likely to suffer significant harm, so that appropriate support and action can be taken to keep them safe, both at home and in the college.
- 1.2 The College has membership on the Stoke-on-Trent Local Safeguarding Children Board (LSCB). This policy has been written to conform to the new Statutory Guidance for Schools and Colleges, ‘Keeping Children Safe in Education 2018’, ‘Working Together to Safeguard Children: 2015’, and the NIACE/DfES publication ‘Safer Practice – Safer Learning’. . These documents are available on the following websites:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
<http://shop.niace.org.uk/safer-practice.html>

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding. <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

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2. Objectives

- 2.1 Defining key terms such as ‘safeguarding’, ‘children’, ‘vulnerable adults/groups’ and ‘abuse’ to guide colleagues’ understanding of their legal responsibilities.
- 2.2 Identification of key roles and responsibilities regarding safeguarding.
- 2.3 Clarification of confidentiality and its limitations in this area.
- 2.4 Guidance on the appropriate actions and procedures following a safeguarding disclosure.
- 2.5 Guidance on the recording of information following safeguarding disclosures.
- 2.6 Guidance on the appropriate actions and procedures in relation to allegations against members of staff.
- 2.7 Guidance on disclosure of abuse at an earlier age.
- 2.8 Child Sexual Exploitation
- 2.9 Guidance on Forced Marriages.
- 2.10 Guidance on the Prevention of Violent Extremism – The ‘Prevent’ Agenda.
- 2.11 Information on staff training and support.

3. Defining key terms such as ‘safeguarding’, ‘children’, and ‘abuse’ to guide colleagues’ understanding of their legal responsibilities

- 3.1 Safeguarding and promoting the welfare of young people is defined as the process of protecting children from maltreatment, preventing impairment of their health or development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables them to have the best outcomes. (Keeping Children Safe in Education).
- 3.2 The definition of ‘child’ in the Children Acts of 1989 and 2004 is **‘any person who has not reached their 18th birthday’**.
- 3.3 The definition of abuse has been updated in (KCSiE 2018) to reflect updated departmental guidance. *“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”*.
- 3.4 Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.
- 3.5 Abuse is any form of maltreatment of a child or vulnerable adult. It may involve inflicting harm or failing to act to prevent harm. The main categories of abuse are: Physical Abuse, Emotional Abuse, Sexual Abuse, and Neglect.
- 3.6 Keeping Children Safe in Education (2016) paragraph 43 lists a number of other specific safeguarding issues to raise the awareness of professionals working in education. These are listed in Appendix 1.

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4. Key roles and responsibilities regarding safeguarding

- 4.1 The designated senior member of staff with lead responsibility for Safeguarding issues is Claire Gaygan, Assistant Principal (Student Services). This person is a senior member of the Senior Management Team. She has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of young people, and the promotion of a safe environment for young people learning within the College. She has received training in child protection issues and inter-agency working, as required by the Local Safeguarding Children Board (LSCB), and will receive regular refresher training. She should keep up to date with developments in child protection issues. She is responsible for ensuring that appropriate action is taken (which may include action under the College Discipline and Dismissal Policy) in cases of allegations of abuse against staff and for overseeing any serious case reviews involving City of Stoke-on-Trent Sixth Form students.
- 4.2 The Designated Safeguarding Governor is Dr. Charles Freeman who liaises with the Principal and Designated Safeguarding Officer over matters regarding safeguarding. They have responsibility for ensuring that the college has procedures and policies which are consistent with national legislation, statutory and local guidance and that the governing body is informed annually how the college and its staff have complied with the policy, including a report on training undertaken by staff.
- 4.3 Joanna Finn is the Deputy Safeguarding Officers (DSO). She is responsible for ensuring that appropriate action is taken in cases of suspected abuse.
- 4.4 The DSO is responsible for coordinating policy and action on safeguarding, keeping effective and secure records of referrals and for ensuring all appropriate agencies are informed.
- 4.5 In the case of a safeguarding issue being highlighted staff can contact the DSO on the out of hours safeguarding phone – 07400 887220 to avoid delay in seeking support. Further guidance can be found in Appendix 2.
- 4.6 All members of College staff have the legal duty and responsibility to deal with any safeguarding situations according to this policy. They are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. They also have a general responsibility to contribute to the provision of a safe learning environment in College and on College organised events.
- 4.7 Safeguarding quick guides for staff, governors and students can be found in Appendix 3.

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5. Confidentiality

- 5.1 Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the young person is the overriding concern. Suspicion of abuse, or concern that a young person is at risk of significant harm although not yet a victim, is sufficient cause to contact the DSO, and the young person should be made aware of this at the earliest possible stage of any disclosure. They may however wish to involve as few people as possible, and every effort should be made to respect their wishes for confidentiality provided this does not prevent any action which is necessary for their protection, or the protection of other children or vulnerable people in the household.
- 5.2 An abused young person may be under severe emotional stress and may feel anxious about taking a member of staff into their confidence. Care and sensitivity is needed to ensure firstly that the young person feels as supported and reassured as possible, and secondly that s/he understands the need for action which will require the involvement of other staff/agencies.

6. Actions and procedures following a safeguarding disclosure - See Appendix 4 for further guidance

- 6.1 Any member of staff who suspects or knows of a student or colleague who has been harmed or is at risk of being harmed, must immediately inform the DSO or their line manager if none are available. They should not discuss the situation with anyone else.
- 6.2 Disclosures to staff may also be made by students who are not necessarily subject to abuse themselves but are aware or suspicious that a child / vulnerable adult is at risk in their household or friendship group. In these cases too, members of staff should pass the information immediately to the DSO.
- 6.3 The DSO may feel that there is cause for concern but may wish to discuss the case before deciding whether or not it should be formally reported under this Safeguarding Policy. The DSO may seek advice from the Principal and/or Duty Social Worker. The DSO may involve parents/carers at this point if deemed appropriate and safe to do so.
- 6.4 If the young person / vulnerable adult lives outside Stoke-on-Trent, consultation should normally be with Children’s Services/Social Care in the local authority of residence.
- 6.5 Once the DSO is satisfied that there are clear grounds for suspicion or evidence that a young person has been abused, she will pass the information immediately by telephone to the local authority Referral Team. They could also approach the Emergency Duty Team out of hours. Telephone numbers for each of these contacts are in Appendix 5. The Duty Social worker will record key information, and the relevant paperwork will be completed by the DSO.
- 6.6 The DSO should generally contact the parents/carers of a young person concerned to inform them that a referral is being made to Children’s Services/Social Care unless doing so would put the young person at risk. A level of judgement should be used and advice can be sought from the Duty Social Worker particularly for those who are between 16

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and 18 years of age. If a young person discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the DSO must consult the Duty Social Worker before informing parents/carers, unless the young person is subject to a child protection plan, in which case the allocated Social Worker should be contacted. The relevant Social Worker will advise the DSO when, and by whom, parents/carers will be informed.

- 6.7 **Emergency Referral:** In the unusual event of an urgent, possibly life-threatening situation, in which members of staff are unable to contact the people specified in the referral procedures, emergency referral should be made to the Police Child Protection Unit by dialing 999. The out of hours safeguarding guidance can also be used.
- 6.8 The DSO should offer to accompany a student in any Police or Children’s Services/Social Care interviews where appropriate.
- 6.9 In the case of referrals for alleged perpetrators of sexual abuse – where a student is being investigated by the Police for allegedly committing sexual offences and the Police have said they will make a referral to Social Care the DSO will still phone the referral team without delay to raise awareness of the concerns relating to the alleged perpetrator.

7. Recording Information – See Appendix 4 for further guidance

- 7.1 All written records should be signed and dated by the person making the disclosure and the member of staff listening to the disclosure.
- 7.2 In listening to a young person, a member of staff should avoid asking leading questions such as ‘did he hit you?’ This may jeopardise any future proceedings. A good prompt is ‘would you like to tell me more?’ The member of staff should make it clear to the young person that confidentiality cannot be maintained and that they have a legal duty to refer the situation to the DSO.
- 7.3 The DSOs are responsible for recording information about each case and for collecting reports and notes as appropriate. The DSO’s do not necessarily collect statements from the young person but can ask the member of staff who initially listened to them to record what s/he said. The young person should be asked to sign this statement as an accurate record. Where practical the DSO should use the internal referral form template with additional hand written notes attached.
- 7.4 Members of staff are advised to have a colleague present with them if practical.
- 7.5 A secure central record of all internal and external referrals will be kept by the DSO or deputy DSO. This will include a chronology of major events related to the concern with actions and outcomes.
- 7.6 College is required to allow access to Children’s Social Care, for the authority to conduct or consider whether to conduct a section 17 or section 47 assessment.

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8 Allegations against members of staff

- 8.1 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) or Duty Independent Reviewing Officer;
- 8.2 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult without notifying the Principal first.
- 8.3 It is essential, in all cases where staff have concerns about the behaviour of, or an allegation of abuse against any member of staff with regard to a student, that it is reported quickly and professionally.
- 8.4 It is a criminal offence (Sexual Offences Act 2003) for a person in a position of trust in an educational establishment to engage in any sexual activity with a person aged under 18, with whom a relationship of trust exists, irrespective of the age of consent, even if the basis for their relationship is consensual. Any member of staff at the City of Stoke-on-Trent 6th Form College is considered to be placed in a position of such trust and therefore, the conditions of this Act apply to them.
- 8.5 If a member of staff has a concern that a person may have behaved inappropriately or they have received information that may constitute an allegation they should:
 - Report it to the Principal and the Designated Safeguarding Officer as soon as possible, however trivial it may seem;
 - Make a signed and dated written record of their concerns, observations or the information received to pass on to the Principal. Maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols.

They should not:

- Attempt to deal with the situation themselves;
 - Make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents;
 - Keep the information to themselves or promise confidentiality;
 - Take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or inform the alleged perpetrator or parents/carers.
- 8.6 The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to children / vulnerable groups.
 - 8.7 The Designated Safeguarding Officer will inform Local Authority Designated Officer (LADO) of all allegations of abuse against a member of staff within **one working day** of

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receiving the report of an allegation. The Designated Safeguarding Officer will decide on the action to be taken, in relation to the member of staff, in accordance with advice provided by the LADO, as well as following the normal procedures for Safeguarding and the staff Discipline and Dismissal policy.

- 8.8 The LADO will provide advice and guidance to all parties and be involved in the management and oversight of all allegations. They will liaise with all relevant parties and monitor the progress of all cases.
- 8.9 It is important for guidance that this policy is read in conjunction with the College's 'Staff Code of Conduct'.
- 8.10 If an allegation is made against a member of staff, they can refer to the leaflet '*A guide to staff and volunteers who work with children and are faced with allegations of abuse*' which outlines sources of support and potential outcomes. This is available from the LADO and the Human Resources Department and can be found at <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

10 Forced Marriages

10.1 The difference between an arranged and a forced marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced marriage and an arranged marriage. In **arranged marriages** the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangement remains with the individuals. In **forced marriage** at least one party does **not consent** to the marriage and some element of duress is involved.

Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although, there is evidence to suggest that as many as 15% of victims are male. Forced Marriage is a criminal offence, the offences can include, abduction, physical violence, threatening behaviour. Sexual Intercourse without consent is rape.

- 10.2 If you suspect that one of your students is being forced into a marriage against their will, or if a female ethnic minority student leaves college unexpectedly and without explanation, contact a Designated Safeguarding Officer, who will make an assessment whether to contact Social Care or go directly to the Forced Marriage Unit within the Police.

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11. Child Sexual Exploitation

11.1 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- 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;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

12. Prevention of Violent Extremism – The ‘Prevent’ Agenda

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁶ to the need to prevent people from being drawn into terrorism”.¹⁷ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

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13. Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Sexual violence and sexual harassment between children in schools and colleges Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.


Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

14. Staff Training & Support

- 14.1 The Safeguarding Officers will have regular updates and training at least every 2 years.
- 14.2 All new members of staff must receive a safeguarding induction, a copy of the Code of Conduct and this Policy and foundation safeguarding training as part of their probationary period.
- 14.3 All other members of staff will have safeguarding training updates at least annually.
- 14.4 Members of the Personnel team will have regular training on Safer Recruitment to ensure that all appointment panels have a member trained in this area.
- 14.5 Temporary and supply staff must be made aware of basic information in respect of the College’s Safeguarding procedures, including the name of the DSO.

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14.6 Support is available for members of staff who have received disclosures. In many cases, this can be a painful and disturbing experience for the recipient, who may in some cases require counselling support. Staff Counselling can be arranged via Personnel.

14.7 A list of useful contact numbers can be found in Appendix 5.

Linked Policies:	<ul style="list-style-type: none"> Staff Code of Conduct Disciplinary & Dismissal Policy Prevent Policy
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APPENDIX 1:

Specific Safeguarding Issues

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Guidance on all of these issues is contained on the GOV.UK website. The electronic version of the ‘Keeping Children Safe in Education’ statutory guidance has direct clickable links to the website sections.

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APPENDIX 2:

Out of Hours Safeguarding and Child Protection Guidance

Out of hours Safeguarding contact number – 07400 887220

Guidance Scope-

The following guidance are to be referred to during the following non-working hrs:

- Monday-Friday: 4:30pm onwards
- Saturday/Sunday: all day

From 8:30am onwards, through to the end of the working day Monday-Friday, the College Safeguarding Team should be contacted via ext 272/251 or at claire.gaygan@stokesfc.ac.uk or joanna.finn@stokesfc.ac.uk

Scenarios-

In exceptional circumstances, you may find yourself privy to a safeguarding or child protection concern that requires immediate attention. In such circumstances this guidance should be followed, this includes when receiving (not exhaustive):

- Notification of homelessness
- Notification of harm or risk of harm such as assault by another
- Notification of refusal to return home for disclosed or undisclosed reasons
- Notification of thoughts of suicide or self-harm

Judging the immediacy of the risk-


There are varying levels of risk when encountering a safeguarding concern, inevitably personal judgment will be required as to the seriousness and urgency of the situation and the appropriate course of action.

The safety of the individual concerned and of those around them is paramount. If you receive information where there are clear indications that the student is in imminent and serious danger the Designated Safeguarding Officer should be notified immediately via the out-of-hours safeguarding phone number.

Outstanding Concerns-

On occasion we encounter a situation during the working day that leaves us with concerns into the evening regarding possible risk to a student or others. If you find that you are concerned about a situation you have encountered and believe that someone may be at imminent risk of harm, you should contact the College out-of-hours safeguarding number.

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APPENDIX 3:

City of Stoke-on-Trent 6th Form College
SAFEGUARDING QUICK GUIDE FOR
THE DESIGNATED GOVERNOR

PROCEDURES:

1. Maintain contact with the member(s) of the College Management Team with responsibility for Safeguarding:
 - Claire Gaygan (Head of Student Services and Designated Safeguarding Officer)
 - Joanna Finn (Student Services Co-ordinator and Deputy Designated Safeguarding Officer)
 - Mark Kent (Principal)
 - Matthew Marshall (Deputy Principal)
2. Keep a copy of the College Safeguarding policy for reference;
3. Ensure that your basic safeguarding training is up to date; it must be renewed every three years;
4. Ensure that each year the governing body considers the college procedures on safeguarding: in the summer term at the meeting of Finance and Resources, followed by the Annual Safeguarding Report to Corporation and termly updates to Finance and Resources Committee.
5. Ensure that each year the governing body receives a report on staff compliance with the policy and on training undertaken by staff in the spring term at the meeting of Finance and Resources and Corporation.

IN THE EVENT OF AN ALLEGATION AGAINST A MEMBER OF STAFF:

1. Monitor the action taken by the college to investigate the allegation, making direct contact with the member of the College Management Team with responsibility for the investigation;
2. Be satisfied that appropriate measures are in place to safeguard students;
3. Be satisfied that appropriate measures are in place to safeguard the rights of the member of staff.

IN THE EVENT OF AN ALLEGATION AGAINST THE PRINCIPAL:

Take the lead role working with the Designated Safeguarding Lead in managing the process of investigating the allegation, following the procedures set out in the college's Safeguarding policy.

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City of Stoke-on-Trent 6th Form College
SAFEGUARDING QUICK GUIDE FOR
STAFF

IF A STUDENT CONFIDES IN YOU:

1. Listen to what the student has to say without leading or prompting;
2. Make it clear to the student that you have a duty to report the conversation to the appropriate authority and you cannot promise confidentiality;
3. Do not offer an opinion or judgement except to say that you will report it;
4. Keep a detailed written note of your conversation, which should include full details of what the student says and be signed and dated by yourself. This note should be written either at the time of the conversation or immediately afterwards;
5. Report your concern immediately to the member(s) of the College Management Team with responsibility for Safeguarding:
 - Claire Gaygan (Assistant Principal (Student Services) and Designated Safeguarding Officer)
 - Joanna Finn (Student Services Co-ordinator and Deputy Designated Safeguarding Officer)
 - Mark Kent (Principal)
 - Matthew Marshall (Deputy Principal)
6. Do not start any investigation of your own and do not discuss the matter with anyone other than those with a responsibility to investigate.
7. If you have a safeguarding issue out of college hours please refer to the 'Out of hours' guidance – phone number – 07400 887220

IF YOU HAVE A CONCERN ABOUT A STUDENT'S SAFETY OR WELFARE:

1. Make a detailed written note of your concern, sign and date it;
2. Report your concern immediately to the member(s) of the College Management Team with responsibility for Safeguarding – see above;
3. Do not start any investigation of your own and do not discuss the matter with anyone other than those with a responsibility to investigate.

KNOW YOUR RESPONSIBILITIES:

1. Be familiar with and keep a copy of the college's Safeguarding policy and the Staff Code of Conduct for reference;
2. Ensure that your basic safeguarding training is up to date; it must be renewed every three years.

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City of Stoke-on-Trent 6th Form College
SAFEGUARDING QUICK GUIDE FOR STUDENTS

IF ANOTHER YOUNG PERSON CONFIDES IN YOU:

Listen to what they have to say without leading or prompting. Then, either talk to a member of staff to get their advice on how to proceed, or if you feel able, follow the guidelines below:

1. Make it clear to them that you have a duty to report your concern to the appropriate authority and that you cannot promise confidentiality;
2. Do not offer an opinion or judgement except to say that you will report it;
3. If possible, keep a detailed written note of your conversation;
4. Report the details of your conversation immediately to a member of staff, preferably directly to the member(s) of the College Management Team with responsibility for Safeguarding:
 - Claire Gaygan (Assistant Principal (Student Services)) and Designated Safeguarding Officer)
 - Joanna Finn (Student Services Co-ordinator and Deputy Designated Safeguarding Officer)
 - Mark Kent (Principal)
 - Matthew Marshall (Deputy Principal)
5. Do not start any investigation of your own and do not discuss the matter with anyone other than those with a responsibility to investigate.

IF YOU HAVE A CONCERN ABOUT ANOTHER YOUNG PERSON'S SAFETY OR WELFARE:

Follow procedures (4) and (5) above.

IF YOU FEEL UNSAFE:

Please speak to your Progress Coach or another member of the college staff. Remember that all college staff are here to help and to support you.

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APPENDIX 4:

Source: Keeping Children Safe in Education

Further guidance if a Student makes a disclosure to you that may relate to abuse or possible abuse. (This applies to students who are legally defined as children or vulnerable groups)

If a student makes an allegation of abuse to you:

You should:

- Listen. Do not interrupt.
 - Don't be judgmental or make the student feel bad
 - Reassure them they are doing the right thing in telling you
 - You **MUST NOT** promise them that you will keep the matter confidential. Explain to him/her that you have to report the matter to a Designated Safeguarding Officer, as this is your legal duty.
 - Once the individual has finished speaking, it may be necessary to ask questions.
 - Only ask questions if you are still unsure whether this is a Safeguarding issue. You are not conducting an investigation; you are simply establishing the key facts.
 - Only ask simple, open, non-leading questions. E.g. if they tell you they have been hurt, ask "How did you get hurt?" rather than "Did someone hit you?"
 - Once you know you are concerned enough to raise the matter with a Safeguarding Officer, don't ask any more questions.
 - Write down what has been said immediately afterwards in words used by the student and yourself to the best of your memory.
 - If practical details of the situation should be recorded on an **Internal Safeguarding Referral Form** (available on the portal) but any paper records will suffice – they can be appended to the form by a Safeguarding Officer.
 - Note anything about the student which is connected i.e. any visible injuries including the position and description, the demeanor of the student i.e. crying, withdrawn. These should also be recorded immediately afterwards.
 - Ask the student to **sign and date** your records of what they have told you.
 - The matter should be **immediately** reported to a Designated Safeguarding Officer, and all records taken should be handed over at this time. Contact a member of the Senior Management Team or a Duty Manager if a Safeguarding Officer is unavailable.
 - If in doubt seek advice from a Safeguarding Officer.
 - The Safeguarding Officer will make a judgement as to whether a referral to Children's Services/Social Care or the Police is appropriate. If there is doubt, then advice must be sought from Stoke-on-Trent Safeguarding Team.
- PLEASE NOTE: If the student is distressed and you are unable to stay with them:**
- Contact a member of Student Services or another colleague to stay with the individual, until a Safeguarding Officer arrives.

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Advice to staff on recording an alleged abuse situation

Staff who receive reports of alleged abuse should make a written record as soon as possible of the nature of the allegation and any other relevant information including:

- I. the date of the report and the alleged abuse
- II. the time of the report and the alleged abuse
- III. the place where the alleged abuse happened
- IV. his/her name and the names of any other present
- V. the name of the complainant and, where different, the name of the person who has allegedly been abused
- VI. the nature of the alleged abuse
- VII. a description of any injuries or demeanor observed
- VIII. the account, which has been given of the allegation
- IX. the signature of those making the allegation/report and of the member of staff recording the allegation

Pass your written record to the College's Designated Safeguarding Officer

**Remember the importance of NOT asking leading questions,
i.e. Did he hit you?**

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APPENDIX 5:

Safeguarding Team – City of Stoke-on-Trent 6th Form College and other Useful Telephone Numbers

Name	Safeguarding Role	Tel	Email
Claire Gaygan	Designated Safeguarding Officer	01782 854219 Ext - 272	claire.gaygan@stokesfc.ac.uk
Joanna Finn	Deputy Safeguarding Officer	01782 848736 Ext - 251	joanna.finn@stokesfc.ac.uk
Mark Kent	Principal	01782 848736 Ext - 212	mark.kent@stokesfc.ac.uk
Nigel Mansfield	Trained Safeguarding Officer	01782 848736 Ext - 230	nigel.mansfield@stokesfc.ac.uk
Dr. Charles Freeman	Designated Safeguarding Governor	N/A	Contact via claire.gaygan@stokesfc.ac.uk or Personnel
Out of Hours Safeguarding Phone		07400 887220	
Emergency Duty Team (out of hours)	Emergency Duty Team (out of hours)	01782 235100	
Child Protection Team - Hanley	Child Protection Team - Hanley	01785 238520	
Duty LADO	Duty LADO	01782 235885	

In emergencies use 999 to contact the Police.

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APPENDIX 6

Indicators of abuse and neglect (*Keeping Children Safe in Education 2018*)

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.

42. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

43. 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.

44. 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.

45. 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 (see paragraph 48).

46. 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,

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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 47. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. 48. 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);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

GUIDANCE FOR THE USE AND MONITORING OF SAFEGUARDING CHILDREN

I have read and understood the attached guidelines and I agree to comply with these guidelines at all times.


Signed:

Name:

Department:

Date:

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