

SEPTEMBER 2016 - DRAFT

CHILD PROTECTION & SAFEGUARDING POLICY

1. Policy Statement

- 1.1. Sunderland College fully recognises its statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the health and welfare of students receiving education and training at the College.
- 1.2. The College endeavours to create and maintain a safe learning environment for all students. The College has a strategic safeguarding lead within the Senior Management Team together with a designated safeguarding lead and designated staff to ensure appropriate protocols are in place. , Any identified concerns or requests for early support and intervention can be addressed and supported in partnership with other agencies as appropriate.
- 1.3. The Child Protection and Safeguarding Policy covers all members of the college community but highlights specific reference to safeguarding children and vulnerable adults. Definitions of these categories are as follows:

The broad definition of a child is:

*'Anyone who has not reached their 18th birthday. 'Children' therefore means 'children and young people' The fact that a child has reached 16 years of age, **is living independently or is in further education**,... ... does not change his or her status or entitlement to services or protection under the Children Act 1989.' (Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children DCSF, March 2010 / updated 2013).*

The broad definition of a vulnerable adult is:

'Anyone aged 18 years and over who are dependent on family members, their social network, professionals or volunteers, as a result of a special need arising from the ageing process, physical or mental ill-health, learning disability or physical or sensory impairment. It is the level of dependency in respect of the meeting of basic needs that renders these adults particularly vulnerable. Vulnerable adults may be victims and/or abusers and they may themselves be in a caring role' (Sunderland Safeguarding Adults Procedural Framework – Sunderland Safeguarding Adults Partnership). www.alertabuse.org.uk/

- 1.4. To accompany the Child Protection and Safeguarding Policy there are a number essential annexe documents, outlining appropriate protocols and procedures which should be read in conjunction with the policy. The annexe documents are as follows:
- A. Designated Staff with Responsibility for Safeguarding / Child Protection
 - B. Reporting and Dealing with Disclosure of Abuse and Procedure for Reporting Concerns
 - C. Safeguarding Flowchart
 - D. Recruitment and Selection Procedures
 - E. Reporting and Dealing with Allegations of Abuse against Members of Staff and other Adults and Students
 - F. Anti-Bullying Policy
 - G. Positive Handling Policy (incorporating a Use of Force & Restraint Policy)
 - H. Self-Harm Policy
 - I. List of Abbreviations

2. Statement of Principles

- 2.1. Sunderland College fully recognises the responsibility it has regarding safeguarding and promoting the welfare of children, young people and vulnerable adult students, including the need for early support and intervention.
- 2.2. This policy is designed to provide guidance for members of staff in dealing with suspicions of, and incidents of abuse. Whilst any member of staff can make a referral to Social Care, any final decisions in relation to referral to appropriate agencies will be made by the designated safeguarding lead.
- 2.3. The governing body has nominated Vikkie Morton as the strategic designated safeguarding lead, supported by Rachel Wiles as the designated safeguarding lead with responsibility for safeguarding / child protection issues, due to the level of knowledge and experience in this area. Other members of staff shall assist the lead function by taking responsibility of child protection and safeguarding issues as designated staff members.
- 2.4. Rob Lawson is the nominated Governor with responsibility for Safeguarding, who will liaise with the strategic and designated safeguarding leads to ensure the College fulfils all responsibilities.
- 2.5. It is the responsibility of all members of the College Staff to record and report concerns under this policy.
- 2.6. The Principal and all staff working with students will receive safeguarding and child protection training during their induction to familiarise themselves with safeguarding issues and their responsibilities relating to the College's policies and procedures. All staff

members will receive regular safeguarding and child protection updates via email, bulletins and staff meetings at least annually, to provide them with relevant skills and knowledge to safeguard children.

- 2.7. The designated safeguarding lead and other designated staff for child protection and safeguarding will undertake refresher training at least every 2 years and will attend further training as and when required to enhance their knowledge base and function in this specialist capacity.
- 2.8. The College's policy and allied procedures have been devised by the governing body after taking account of relevant legislation and guidance issued.
- 2.9. Additionally, the governing body notes and draws to the attention of the college staff the criminal offences that may be committed in connection with the welfare of children, young people and vulnerable adults, in particular those involving abuse of trust which prohibits staff from engaging on or encouraging sexual activity with students who are under the age of 18 or deemed vulnerable. This policy makes protection responsibilities clear and gives the College the ability to dismiss or otherwise discipline employees who fail in this duty.

3. Scope

- 3.1. All children / young people who have not reached their 18th birthday. Throughout this policy reference is made to "children and young people". This term is used to mean "those under the age of 18" as defined in Working Together.
- 3.2. All vulnerable adults aged over 18. A vulnerable adult could be classed as vulnerable due to reasons of disability, age or illness and who may be unable to take care of, or unable to protect themselves, against significant harm or exploitation.
- 3.3. The policy applies to all staff part time, full time, permanent, temporary and agency, whether teaching, administrative, management or support, as well as volunteers, visitors and governors. The word "staff" is used for ease of description.

4. Legislation

- 4.1. The Child Protection and Safeguarding Policy affirm the College's commitment to the current and any subsequent legislation associated with Safeguarding. This policy takes into account, amongst others, the following publications:
 - Keeping Children Safe in Education [KCSIE] & supplementary guidance (DFE September 2016)
 - Education Act 2002 Section 175
 - Children Act 1989 / 2004
 - Working Together to Safeguarding Children (DFE 2015)
 - DFE Guidance Documents on Bullying (DFE Oct / Nov 2014)
 - National Framework for the Assessment of Children and Families
 - Sunderland Safeguarding Children Board Procedures

- Sunderland City Council's procedures for dealing with allegations / complaints against staff.
- Safeguarding Vulnerable Groups Act 2006
- Freedom of Information Act 2000.
- Safer Working Practice Guidance for Adults working with Children & Young People
- No Secrets – Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse” (2000)
- The Protection of Vulnerable Adults Scheme (2005)
- Sunderland Safeguarding Adults Partnership Multi-Agency Procedural Framework.
- Equality Act 2010
- Human Rights Act 1998
- Sexual Offences Act 2003
- Care Standards Act 2000
- Health and Social Care Act 2008, 2012
- Mental Capacity Act 2005, 2007
- Domestic Violence Crime and Victims Act 2004
- Data Protection Act 1998
- Government's Prevent Strategy (Gov. 2011)
- Counter Terrorism & Security Act 2015
- Prevent Duty Guidance 2015

5. Safeguarding Roles and Responsibilities of the College

5.1. The governing body is committed to ensuring that the College fulfils the following objectives:

- providing a safe environment for children, young people and vulnerable adults to learn in and be cared for;
- providing the means to identify children, young people and vulnerable adults who may benefit from early help and intervention.
- identifying children, young people and vulnerable adults who are suffering, or likely to suffer, significant harm;
- identifying concerns regarding children, young people and vulnerable adults who may be being subject to radicalisation.
- taking appropriate action to see that such individuals are kept safe, both at college and at home or within the wider community.

5.2. In pursuit of these objectives, the governing body will approve and annually review procedures dealing with:

- 5.2.1. raising awareness of issues relating to the welfare of children, young people and vulnerable adults and the promotion of a safe environment for learning within the College;

- 5.2.2. aiding the identification of children, young people and vulnerable adults at risk of significant harm, and providing procedures for reporting concerns;
 - 5.2.3. allegations of abuse against members of staff which will incorporate liaison with Sunderland's Local Authority Designated Officer Team – See Annexe E;
 - 5.2.4. the safe recruitment of staff – See Annexe D.
- 5.3. The governing body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children, young people and vulnerable adults and will ensure that the College:
- 5.3.1. has a designated link governor for safeguarding students who will oversee the College's Child Protection and Safeguarding Policy. The nominated Governor will champion vulnerable student issues and raise awareness of issues relating to safeguarding and promoting their welfare;
 - 5.3.2. has procedures in place for reporting and dealing with allegations of abuse;
 - 5.3.3. has procedures in place to identify children, young people and vulnerable adults who may benefit from early help and intervention;
 - 5.3.4. considers bi-annual reports to the governing body, on safeguarding / child protection matters to include changes affecting Child Protection and Safeguarding Policy and related procedures, safeguarding training received, the number of incidents / cases (no names);
 - 5.3.5. has a Child Protection and Safeguarding Policy approved by the Governing Body which is annually reviewed and updated;
 - 5.3.6. governors shall receive appropriate training to assist with the above duties;
 - 5.3.7. operates safer recruitment practice;
 - 5.3.8. promotes a staff code of conduct;
 - 5.3.9. seek assurance from agencies that provide services or activities separately for our students that the agency concerned has appropriate policies and procedures in place for safeguarding children, young people and vulnerable adults and there are arrangements to liaise with the College on these matters where appropriate.

6. Designated Safeguarding Staff

- 6.1. The designated staff for safeguarding students will act as an initial point of contact for any queries or concerns from College staff. They will receive appropriate training to ensure they fulfil their role appropriately at all times. The designated staff will liaise with the

designated safeguarding lead to ensure all cases are discussed, recorded and acted on appropriately.

- 6.2. Full contact details of the designated safeguarding staff are outlined in Annexe A. The designated staff are as follows:

Rachel Wiles	Head of Student Support / Designated Safeguarding Lead
Liz Pentecost	Welfare Services Officer / Designated Safeguarding Person
Tracey Seed	Welfare Services Officer / Designated Safeguarding Person
Peter Snowball	Welfare Services Officer / Designated Safeguarding Person
Julie Henderson	Student Counsellor / Designated Safeguarding Person
Andrea Hunter	Lecturer / Designated Safeguarding Person
Michael Hall	Head of Learning Support / Designated Safeguarding Person for Vulnerable Adults

7. **Definitions of Significant Harm** *(Extracts from Working Together 2010 updated 2013)*

- 7.1. Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.
- 7.2. There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child or young person, and / or relatively greater difficulty in helping them to overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, for example, a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development.
- 7.3. **What is abuse and neglect?**
Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect by inflicting harm, or by failing to act to prevent harm. Individuals may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.
- 7.4. **Physical abuse**
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to an individual. Physical harm may also be caused when a parent or carer fabricates the symptoms or, or deliberately

induces, illness in an individual. For vulnerable adults this may also include inappropriate restraint or sanction or the misuse of medication.

7.5. **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of an individual such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to an individual 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 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 an individual. These may include interactions that are beyond the individual's development capability, as well as overprotection and limitation of exploration and learning, or preventing the participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing an individual frequently to feel frightened or in danger, or the exploitation or corruption of an individual. Some level of emotional abuse is involved in all types of maltreatment of an individual, though it may occur alone.

7.6. **Sexual abuse**

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual 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 an individual in looking at, or in the production of, sexual images, watching sexual activities, encouraging an individual to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can children.

7.7. **Neglect**

Neglect is the persistent failure to meet a child, young person or vulnerable adult's basic physical and / or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of material substance abuse. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect an individual 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 basic emotional needs.

7.8. **Missing & Sexually Exploited and Trafficked – MSET**

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Sexually exploitation is often linked to periods of going missing from home or education and in some cases individuals may be trafficked.

Child sexual exploitation can occur through the use of technology without the child's or young person's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

7.9. **Female Genital Mutilation**

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. An estimated 137,000 women in the UK are affected by female genital mutilation (FGM). However, the true extent is unknown, due to the "hidden" nature of the crime. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before the return to school. There are also worries that some girls may have FGM performed in the UK.

7.10. **Psychological Abuse**

Psychological abuse will include emotional abuse, threats of harm or abandonment, deprivation of contact, harassment, isolation and or withdrawal of services or supportive networks.

7.11. **Discriminatory Abuse**

Discriminatory abuse includes racist and sexual abuse that is based upon the individual's disability, belief or culture.

7.12. **Financial Abuse**

Financial abuse relates to the unauthorised and improper use of funds, money or resources belonging to the individual.

7.13. **Institutional Abuse**

Institutional abuse includes the practice of an abusive regime or culture which destroys the dignity and respect to which every person is entitled. It is the mistreatment of people brought about by poor or inadequate care or support, and poor practice that affects the

whole setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation.

8. Prevent Duty

- 8.1. The Government's Prevent Strategy was introduced in 2007, and re-launched in 2011 with an aim of stopping people becoming or supporting terrorists, and extremist ideology. In 2015 the Government introduced the Counter Terrorism & Security Act and in September 2015 the introduction of the Prevent Duty Guidance for Further Education Institutions.
- 8.2. Recent events in the UK, and particularly the North East, provide a greater emphasis on raising awareness of the Prevent Duty, particularly within the education sector. Schools, Colleges and Universities play a key role in identifying concerns around potential radicalisation.
- 8.3. Vulnerable young people can be targets of radicalisation and extremist groups. Staff within education settings are well placed to observe concerns, and particularly changes in behaviour including, expressions of extremist views and beliefs, social isolation, and even significant changes in appearance. Young people need to be safeguarded against such activity and any concerns should be reported immediately to the Designated Safeguarding Lead.
- 8.4. The College actively supports the Governments Prevent Duty, linking directly with Northumbria Police Counter Terrorism Unit and Sunderland City Council in relation to referrals of concern.
- 8.5. As appropriate the College will make referral through the Channel Process which may be appropriate for anyone identified as vulnerable who is being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.
- 8.6. The College will monitor compliance in relation to the Prevent Duty through a regularly updated Prevent Duty Risk Assessment.

9. Actions to Implement and Develop Policy

- 9.1. The College will establish, maintain and regularly review the Child Protection and Safeguarding Policy which has four main elements: prevention, procedures, support for students and preventing unsuitable people from working with students. We will therefore:

- 9.1.1. Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to.
 - 9.1.2. Ensure that students know that there are staff in the College whom they can approach if they are worried or in difficulty.
 - 9.1.3. Include in pastoral support activities and opportunities for students to develop the skills they need to stay safe from abuse and to know who to turn to for help.
 - 9.1.4. Ensure staff at the College receive adequate training in relation to Safeguarding.
- 9.2. The College will follow the locally agreed multi-agency procedures as set out in Sunderland Safeguarding Children Board Procedures and Sunderland Safeguarding Adult Board Procedural Framework. We will therefore:
- 9.2.1. Ensure that on each of its main sites, the College has access to a designated member of staff, who has undertaken appropriate Safeguarding training. The training will be updated every two years.
 - 9.2.2. Recognise the importance of the role of the designated safeguarding lead and designated staff, and arrange appropriate support and training.
 - 9.2.3. Ensure that the designated safeguarding lead and designated staff will refer incidents requiring investigation to Social Care / Police as appropriate in line with agreed procedures.
 - 9.2.4. Ensure that every member of staff and every governor knows:
 - the name of the designated safeguarding lead and other designated staff and their roles;
 - that they have an individual responsibility for Safeguarding concerns using proper channels and within the timescales set out in the locally agreed multi-agency procedures;
 - where to access the Child Protection and Safeguarding Policy and procedures together with a link to Sunderland Safeguarding Board Procedures for ease of access for staff via www.sunderlandscb.com
 - 9.2.5. Ensure that all support staff have an understanding of the responsibility placed on the College and staff for safeguarding children, young people and vulnerable adults by setting out its obligations in appropriate College publications.
 - 9.2.6. Provide initial training for all staff on Safeguarding & Prevent from the point of their induction, and safeguarding updates in the form of training, emails, bulletins at least annually. Staff should know:
 - their personal responsibility;
 - the locally agreed procedures;
 - the need to be vigilant in identifying cases of abuse or neglect;

- how to support and to respond to a student who tells of abuse or neglect.

9.2.7. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding matters including attendance and written reports at any Safeguarding / child protection meetings.

9.2.8. Keep clear detailed written records of concerns about safeguarding students (noting the date, event and action taken), even where there is no need to refer the matter to Sunderland City Council Social Care immediately.

9.2.9. Ensure all records are kept secure with the lead person and in a locked location.

9.3. We will endeavour to support vulnerable students through ensuring that the College:

9.3.1. Promotes a positive, supportive and secure environment.

9.3.2. Give vulnerable students a sense of being valued.

9.3.3. Liaises with other agencies supporting vulnerable students.

9.3.4. Is committed to developing productive and supportive relationships with parents, guardians or carers whenever it is in a vulnerable students' best interest to do so.

9.3.5. Recognises that students may live in a home environment where there is domestic violence, drug or alcohol abuse and are in need of support and protection.

9.3.6. Is vigilant in monitoring all student welfare, keeping records and notifying Sunderland City Council – Social Care, as soon as there is an area of a concern.

10. Preventing unsuitable people from working with children and young people

10.1. The College will operate safe recruitment practices including ensuring enhanced DBS checks (formerly CRB & ISA checks) and references are undertaken, prior to employment. See Annexe D.

11. Dealing with disclosure and procedure for reporting concerns

11.1. If abuse of a child or young person is suspected, staff should refer to a Designated Person. See Annexes A, B & C.

12. Monitoring and Evaluation

12.1. The designated safeguarding lead will, on an annual basis, monitor and evaluate all issues relating to safeguarding children, young people and vulnerable adults. A bi-annual report will be presented to the governing body on Safeguarding issues.

13. Related Policies

- Staff Discipline
- Whistle Blowing Policy
- Anti-Bullying Policy – Annexe F
- Positive Handling Policy – Annexe G (incorporating a Use of Force & Physical Restraint Policy).
- Equality & Diversity Policy
- Health & Safety Policy
- Student Discipline Policy
- Staff Recruitment Policy
- Staff Development Policy
- Staff Code of Conduct

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