EGGBUCKLAND
COMMUNITY COLLEGE

Child Protection and Safeguarding Policy

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Eggbuckland Community College Academy Trust	
Policy:	Child Protection and Safeguarding Policy
Author:	Lizzy Smith
Considered by Committee:	Curriculum and Pastoral
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Next Review:	Autumn 2020

Eggbuckland Community College Academy Trust

CHILD PROTECTION AND SAFEGUARDING POLICY

This policy was originally developed in November 2018 and adopted on 14th November 2018. It has been updated and amended since, and last in January 2020

The name of the Designated Safeguarding Lead is: ***Lizzy Smith***
The name of the Deputy Designated Safeguarding Lead is: ***Kim Gibson***
The name of the link Nominated Safeguarding Trustees are: ***Gail Clark, Wendy Cavell, Rosie Prout, and Michaela Bottomley***
The name of the 'Whistleblowing trustees' are: ***Gail Clark, Wendy Cavell, Rosie Prout, and Michaela Bottomley***
The name of the Designated Teacher for Looked After Children is: ***Lizzy Smith***
The name of the Local authority designated officer (LADO) is ***Marie Partridge***. She can be contacted on 01752 306340 or LADO@plymouth.gov.uk

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1. Policy Statement and Commitment

Eggbuckland Community College Academy Trust recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our College have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our College have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers and trustees with the framework they need in order to keep children safe and secure in our College and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

3. Definitions

Within this document:

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

The term ***Staff*** applies to all those working for or on behalf of the College, full time or part time, in either a paid or voluntary capacity. This also includes parents and trustees.

Child or Children refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to students of our College; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role, for example: adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix 1 to this policy document.

4. Principles and Values

Children have a right to feel safe and secure, and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the College.
- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the College, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students.

- Develop a structured procedure within the College that will be followed by all members of the College community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults within our College who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- 'Working Together to Safeguard Children 2018' (last updated 21st February 2019).
- 'What To Do If You Are Worried a Child Is Being Abused' 26th March 2015.
- 'Keeping Children Safe in Education Guidance') October 2019.
- 'South West Child Protection Procedures' Website (www.swcpp.org.uk).

7. Procedures

Our College procedures for safeguarding children will be in line with the Plymouth Safeguarding Children Board (PSCB) Multi Agency Child Protection Procedures *(*www.swcpp.org.uk*)*.

We will ensure that:

- the trustee body understands and fulfils its safeguarding responsibilities;
- there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse,
  that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;

- all staff know how to respond to a student who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the College's responsibilities in regard to child protection procedures, through publication of the College's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home College agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on College sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the College's child protection guidelines and procedures if activities are within the College day. They follow their own procedures for events held after 3.30pm.
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Principal, Member of College Leadership Team or a nominated Trustee) and we will ensure that at least one trained individual participates in all recruitment within the College;
- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the College's Human Resources Provider and/or the Local Authority Designated Officer;

- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the College;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Trustee will be clearly displayed in the College and on our website, with a statement explaining the College's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our College, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the College. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People', available for reference within the College;
- our child protection procedures will be reviewed annually and up-dated as necessary.

8. Responsibilities

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, in their absence. Where there are no Designated Safeguarding staff available,

staff are directed to a member of the College Leadership Team, to avoid any undue delay in making a referral. All members of the College Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. If any staff member is involved, the report is made to the Principal by the designated Safeguarding Lead or staff member. If the Principal is involved then the Chair of Trustee's should be informed.

The Designated Safeguarding Lead is a member of the College Leadership Team and is responsible for:-

- ensuring that a child's details are referred to Children, Young People and Families Services if there are concerns about his/her welfare, possible abuse or neglect. A written record of the referral will be sent to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the College day if required or requested by Children, Young People and Families Services.
- ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- ensuring that all such records are kept, confidentially and securely, and are separate from general student records, with a front sheet (in chronological order) listing significant events in the life of the child;
- ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general student records;
- acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- attending (or delegating this requirement to another appropriately informed member of staff) Early Help Assessment and Plan (EHAP) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- ensuring that any student currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- ensuring that all staff are aware of this policy and know how to recognise and refer any concerns (see Annex C)
- providing, with the Principal, an annual report for the trustee body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and trustees; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should the College make the decision to combine the roles of Designated Safeguarding Lead and SENDCO, cases and concerns will be discussed regularly with the College Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance 3rd September 2018.

9. Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the College may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child, in these circumstances, may range from that which is perceived to be normal, too aggressive or being withdrawn.

Our College will support all students by:

- encouraging the development of self-esteem and resilience in every aspect of College life including through the curriculum;
- promoting a caring, safe and positive environment within the College;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the College and that an up to date list of LAC is regularly reviewed and updated. The Virtual College for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the College (including those enrolled from other local authorities);
- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual College head in the authority that looks after the child;
- Being aware of any student who is subjected to a private fostering arrangement, and notifying children's social care about any arrangements we are made aware of.
- providing continuing support to a student (about whom there have been concerns) who leaves the College, by ensuring that such concerns and College medical records are forwarded under confidential cover to the Principal at the student's new College as a matter of urgency.

10. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Principal or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.

All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services.

11. Supporting Staff

We recognise that staff working in the College, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead or other supervision trained staff and to seek further support where necessary. This could be provided by, for example, the Principal, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All College staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the 'Guidance for Safer Working Practices for Adults who work with Children and Young People).

All staff should be aware of the College Behaviour for Learning Policy. This can be found in on the SLG.

We understand that a student may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.
- The Principal/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the College's Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Trustees, who will consult the LADO as above, without notifying the Principal first. Where the Chair of Trustees cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the College will follow the South West Child Protection Procedures and the College's Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found on the SLG.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider in making this decision.
- In line with this policy and other College procedures for incident reporting/recording, staff and students may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.
- Our lettings agreement, for other users of College premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant College site.

13. Abuse of Position of Trust

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of College staff and a student under age 18 may be a criminal offence, even if that student is over the age of consent.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the College site. If necessary, they should speak to the Designated 'Whistleblowing' Trustee or the Local Authority Designated Officer (LADO) within Children, Young People and Families Services for further advice and guidance. Full details of the College whistleblowing policy are available on the SLG and in the College Staffroom.

15. Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our College Behaviour for Learning Policy.

Such events should be recorded and signed by a witness or witnesses.

Staff that are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

16. Carrying knives, bladed articles or other offensive weapons, and Gang culture and county lines.

Bringing and carrying a knife/offensive weapon onto College premises is a criminal offence and immediate action will be taken which may result in police contact. The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be consulted and we will consider and apply relevant disciplinary procedures. If a member of staff suspects a student of being involved in gang culture, or county lines, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead.

Signs which may indicate criminal exploitation, including county lines and gang culture are:
☐ Persistently going missing from school or home and / or being found out-of-area;
☐ Unexplained acquisition of money, clothes, or mobile phones
☐ Excessive receipt of texts /phone calls
☐ Relationships with controlling /older individuals or groups
☐ Leaving home / care without explanation
☐ Suspicion of physical assault /unexplained injuries
☐ Parental concerns
☐ Carrying weapons
☐ Significant decline in school results / performance
☐ Gang association or isolation from peers or social networks
☐ Self-harm or significant changes in emotional well-being

17. Anti-Bullying

The College's response to this is unequivocal.

The College Principal (Matthew Corrigan) must be informed immediately and action will take place.

Students are told that silence is the bully's best friend. Although bullying in this College is rare, the College always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

Our policy on the prevention and management of bullying is set out in a separate policy (and can be found on the College Website) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures (see section 40 of this policy for specific details of peer on peer abuse).

18. Equalities and Racial Tolerance

On the College website there is a statement around "equalities/equal opportunities" which asserts that:

> 'Eggbuckland Community Academy Trust is committed to the Equality Act of 2010 and continues to promote equality and diversity in all its activities to ensure inclusivity across the College for our students, staff, parents and carers'.

The College has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the College, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the curriculum programme through P4L and the tutor programme. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

19. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

20. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see www.swcpp.org.uk and search 'domestic abuse'). It recognises that exposure to

domestic abuse can have a serious impact on a child's development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

21. General Prevention of Harm

We recognise that the College plays a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The College community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;
- ensure that all children know there are adults in the College whom they can approach if they are worried or in difficulty;
- provide opportunities across the College curriculum, including P4L, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

22. Prolonged College Closures

The College recognises that a prolonged closure is a significant and serious decision to take, and any College closure will likely happen under the direction of the Department for Education.

In the event that the College is required to shut for a prolonged period of time (outside of scheduled and expected school closures such as holiday periods) the College will maintain safeguarding procedures in line with both those set out by the Department for Education at that time, and in this Policy where possible.

In the event of a closure, (and unless directed to do so by the Department for Education) the College is unlikely to operate as part of a cluster of schools outside of the existing MAT. This is so as to reduce additional risk for young people whose safeguarding background is not understood, or by any adults who may require additional appropriate checks and risk assessments.

Safeguarding and student welfare during any prolonged period of College closure will become the College's priority, and a system for pastoral support and wellbeing checks will be instigated for all students during what would have normally been term time periods.
In addition to this the College will liaise with the Local Authority and work within the guidelines of the Department for Education for safeguarding around specific vulnerable groups of students, such as those who have EHCP's or who are currently under Children's Social Care. The College will seek advice from and be guided by the Virtual Schools for children on roll who are 'looked after children'. The College will also create and maintain an additional list of students who we believe to be vulnerable but who do not fall into the categories stated above. Additional care and

support will be provided for these students as appropriate and the College will continue to liaise with other professionals where needed, to maintain the safeguarding of these students.

If staff have immediate safeguarding concerns about a student during a period of prolonged College closure, they will need to raise these concerns in the usual way, unless directed to do so by the College Principal or Designated Safeguarding Lead. The Designated Safeguarding Lead will ensure that staff are given additional lines of communication for the safeguarding team if they are having to work remotely or away from the College setting.

Staff will be provided with relevant safeguarding advice and information for how to support students whilst not in the normal setting of the College. These will be tailored to the current situation, and circumstances around the College closure, but are likely to include advice about the changed context of the students, reminders of how to stay safe online, and signs of domestic abuse.

It is likely that in the event of the College being required to close it will be due to a specific and unprecedented reason. Advice and guidance which is specifically related to this reason will be added to this document as an annex which will be dated and reviewed as required.

23. Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the College environment, and when away from the College, when undertaking College trips and visits.

The Principal, with the Business Director and a nominated College trustee with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the premises team carries out an initial examination, assessing what remedial action needs to take place.

Each term we plan a fire drill, that practices the efficient evacuation from the College buildings.

The College conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

24. First Aid

In the College, the following staff members are trained to oversee first aid:

- Andrea Pillage

When a child is unwell, or has suffered an accident in College, or on the College grounds, the following steps are followed:

Step 1: A trained first aider is immediately called to provide assistance and advice.
Step 2: The incident/accident is logged in the incident/accident register.
Step 3: The parent/carer is notified of the incident/accident as soon as necessary.
Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

25. Supporting Students in College with Medical Conditions

The College will ensure that relevant staff are trained to administer medicines. Details of this are set out in the separate Administration of Medicines policy.

26. Site Security

Eggbuckland Community College Academy Trust aims to provide a secure College site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the College ensures that:

- whenever possible visitors and volunteers only enter through the main College entrance and must sign in at reception;
- children leaving the site during the College day are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- empty classrooms have closed windows;
- should a child leave the College premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to inclusion. Parents/carers and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the College site.

27. Self-Harm

This College is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the College website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the College's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- increase understanding and awareness of self-harm;
- alert staff to warning signs and risk factors;
- provide support to staff dealing with students who self-harm;
- provide support to students who self-harm and their peers and parents/carers.

28. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers …. to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure 'Channel' panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Colleges and Colleges are listed in the Act as "partners of the panel". The Act requires partners (such as Colleges and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Colleges to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual's engagement with the programme is entirely voluntary at all stages. Our College staff understand when it is appropriate to make a referral to the Channel programme.

This College is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other College related activities.

This College will help build students' resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation 'Promoting Fundamental British Values through SMSC' 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop students debating controversial issues. On the contrary, the College will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that Colleges are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. This College is in an important position to identify risks within the local context. It is important that the College understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the College continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people with social media and the internet. The College is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our College staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers and other College staff to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

29. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers and College staff, along with social workers and health professionals, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age 18.

This College will ensure that all relevant staff working in the College receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This College will ensure that where all relevant staff working in the College discover that an act of FGM appears to have been carried out, the Colleges' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This College will ensure that where all relevant staff working in the College suspect that an act of FGM may be undertaken, the matter will be discussed with the Colleges' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

This College recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining students but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.

30. Safer Recruitment and Selection

This College pays full regard to current government guidance 'Keeping Children Safe in Education' October 2019. We will ensure that all appropriate measures are applied in relation to everyone who works in the College, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and trustees.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order and s.128 checks (where necessary), and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with' regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our College workplace (including volunteers, where appropriate);
- this College is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our College workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- our College ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity/right to work in the UK checks will be carried out on all appointments to our College workforce before the appointment is confirmed.
- All vacancies are advertised with the following statement 'We are committed to safeguarding and promoting the welfare of children and young people and successful candidates will undergo an enhanced DBS check as well as scrutiny of their references and employment history'

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

College Principal: Matthew Corrigan

College Trustee: Wendy Cavell, Gail Clark

Other Staff: Sarah Pain, Lorna Worthington, Simon Crawford, and Dave Todd.

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from the College Leadership Team over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our College Recruitment and Selection Policy, set out in a separate document, explains the College's commitment to safer recruitment practices both pre and post-employment.

31. The Design of the Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education, Citizenship and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Appropriate and agreed student/adult ratios will always be maintained.

The lead adult (the College Educational Visits Coordinator, currently the Business Director) will always coordinate risk assessments of visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Principal.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into College so that they can give specialist knowledge to the children.

32. Internet/Online Safety

The College E-Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the College.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the College. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Principal without delay.

The College designated E-Safety officer is **Simon Crawford**.

The Principal has overall responsibility for internet safety.

The College follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Board and in its Acceptable Use Policy.

The College will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- students will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage students not to give out their personal details, phone numbers, College, home addresses, computer passwords etc;
- students adhere to the College policy on mobile phone use;
- training is provided to students, staff and volunteers on e-safety matters where necessary.

33. Inclusion Opportunities

Within the College Prospectus there is a statement around "Inclusion Opportunities" that asserts:

> "At Eggbuckland Community College Academy Trust we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in College. This will include the availability of resources and accessibility of the College building and site. We will make every effort to ensure that children with Special Educational Needs and Disabilities maintain their entitlement when they enter the College".

34. Whole College Behaviour Policy

The full, Whole College Behaviour Policy is set out in a separate document. It is recognised that good behaviour is essential in any community and at Eggbuckland Community College Academy Trust we have high expectations in this area. The College has a Behaviour for Learning Policy and a Code of Behaviour that must be adhered to by all children and the document is published on the College website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children and we have a non-pursuit de-escalation approach but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given to specific staff on safe methods of restraining a child so that they do not harm either themselves or others.

The Behaviour for Learning Policy includes the procedures to be followed when there is peer on peer abuse such as sexual violence and harassment, and sexting (also known as youth produced sexual imagery).

35. Photographing and Videoing of Children in College

At Eggbuckland Community College Academy Trust we have taken a sensible and balanced approach to photographing and videoing children on the College site. We have a formal policy regarding "taking photographs and video images of children" and a copy of the document is available from the College website.

Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the College's requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

36. Children Missing Education

All College age children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory College age who are missing in their area. Effective information sharing between parents, Colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

This College recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. As a result, we will follow the 'Children Missing Education' (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in Colleges, the Local Authority and the Plymouth Safeguarding Children Board in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the 'Children Missing Education' Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

This College recognises that we have a safeguarding duty in respect of our students to investigate any unexplained absences.

When considering the absence of a student or repeat absence, staff in this College are alert to signs to look out for and the individual triggers to be aware of when considering the potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

In accordance with its statutory duty, this College will always:

- monitor student's attendance through our daily register;
- inform the local authority Inclusion and Attendance Manager of the details of students who fail to attend regularly, or who have missed ten College days or more without permission.
- notify the local authority when we are about to remove a statutory College age student's name from the College admission register;
- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the student's name from the register;
- notify the local authority within 5 days of adding a student's name to the admission register at a non-standard transition point;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to College for ten days after an authorised absence or is absent from the College without authorisation for twenty consecutive College days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the College does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for excluded students from the sixth College day of a fixed period exclusion.

37. Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual acts. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

All staff in this College have received training to help them identify children who have either suffered child sexual exploitation or may be at risk of child sexual exploitation and are aware that indicators of child sexual exploitation can include children who:

- appear with unexpected gifts or new possessions;

- exhibit secretive behaviour;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being (e.g. unusually quiet or withdrawn, low self-esteem etc.);

- misuse drugs and/or alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss College or education or do not take part in education.

This College understands that Child Sexual Exploitation is a crime and where staff suspect child sexual exploitation has occurred or may have occurred, a referral will be made to Children, Young People and Families Services and/or the Police in accordance with local safeguarding procedures.

38. Honour Based Violence

So-called 'honour based' violence (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also section 27 above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such violence can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the 'honour' code.

HBV can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such in this College.

This College understands that in addition to the physical risks that a child may suffer as a result of HBV, a child may also suffer significant emotional harm through the threats of violence or witnessing this directed at a sibling or other family member.

All staff in this College are aware that a child could be the victim of violence/abuse in the name of 'honour' for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of 'honour' include:

- inappropriate make-up or dress;
- the existence of a boyfriend;

- rejecting a forced marriage;
- pregnancy outside of marriage;
- being a victim of rape;
- perceptions that the victim is gay/lesbian;
- inter-faith relationships (or same faith but different ethnicity);
- leaving a spouse or seeking divorce;
- kissing or intimacy in a public place.

This College recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

Where staff are unsure whether or not HBV has occurred or has the potential to occur, they will always seek the advice of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead in their absence) in the first instance.

This College will ensure that any suspicion or disclosure of violence or abuse against a child in the name of 'honour' will be treated equally seriously as any other suspicion or disclosure or significant harm against a child and will activate local safeguarding procedures, reporting the matter directly to Children, Young People and Families Services and/or the Police accordingly.

39. Forced Marriage

This College is aware that forcing a person into a marriage is a crime in England and Wales.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage (see also section 37 above).

All staff in this College are aware that any such threats can be physical or emotional and psychological, and that a lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities).

Staff are also aware that despite forced marriage being a crime in England and Wales, and the implications around full and free consent, some communities use religion and culture as a way to coerce a person into marriage.

Colleges and Colleges can play an important role in safeguarding children from forced marriage and in this College, staff training has raised an awareness that indicators of forced marriage may include:

- request(s) for extended leave of absence and failure to return from visits to country of origin;
- fear about forthcoming College holidays;
- surveillance by siblings or cousins at College;
- decline in behaviour, engagement, performance or punctuality;
- poor exam results;
- being withdrawn from College by those with parental responsibility;

- removal from a day centre of a person with a physical or learning disability;
- not allowed to attend extra-curricular activities;
- sudden announcement of engagement to a stranger; and
- being prevented from going on to further/higher education.

Where staff have evidence or information to suggest that a person is being forced into marriage in accordance with the above definitions/explanations/examples, the matter will be reported directly to the Police and where necessary (i.e. the forced marriage involves a person under the age of 18) to Children, Young People and Families Services.

40. Peer on Peer Abuse

All staff in this College are clear that children are capable of abusing their peers and understand the College policy and procedures with regard to peer on peer abuse. Detailed guidance around the College procedure for managing peer on peer abuse can be found in the Behaviour for Learning Policy.

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can manifest itself in many ways and this may include:

- sexual violence and harassment
- physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ children and young people, and those who are from different communities.

It should be noted that situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Peer on peer abuse in this College will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and the College will take swift action to intervene where it occurs (see our separate Anti-bullying policy for more specific information).

In this College we will use lessons, tutor periods and assemblies to help children understand, in an age appropriate way, what peer on peer abuse is and we will encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

<u>Sexual Violence and Harassment</u>

All staff in this College are aware of what constitutes sexual violence and the fact that 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 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*.

*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 may 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.

This College will always ensure that where a report of sexual violence and harassment is received, all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence and harassment, and neither will a victim be made to feel ashamed of making a report.

In the context of child on child sexual harassment, all staff in this College are aware that we mean 'unwanted conduct of a sexual nature' that can occur both online and offline and 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.

Sexual harassment can include:

- sexual comments.
- sexual jokes or taunting.
- physical behaviour, such as brushing against someone, interfering with someone's clothes, or displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment which may include non-consensual sharing of sexual images or videos; sexualised bullying; unwanted sexual comments and messages, including on social media; sexual exploitation, coercion and threats.

<u>Sexting</u>

Sexting is sometimes called 'youth produced sexual imagery'.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any other device that allows you to share media and messages.

Sexting may also be called 'trading nudes', 'dirties' and 'pic for pic'.

All staff in this College are aware that whilst some children may believe sexting is harmless, the creating or sharing of explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend.
- share an explicit image or video of a child, even if it's shared between children of the same age.
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of sexting or 'youth produced sexual imagery' are taken very seriously by the College. This College recognises that a young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is also likely they may have already tried to resolve the issue themselves.

All staff have received training around how to manage a report of sexual violence and harassment, and sexting/youth produced sexual imagery. This training has included:

- advising the victim what the next steps will be and who the report/disclosure may be passed to;
- recognising a child is likely to disclose to someone they trust;
- listening carefully to the child, being non-judgemental, being clear about boundaries and how the report/disclosure will be progressed, not asking leading questions and only prompting a child where necessary with open questions such as where, when, what etc;
- considering the best way to make a record of the report/disclosure;
- only recording the facts as the child presents them;
- where the report includes an online element, not to view or forward illegal images of a child;
- managing reports/disclosures with two members of staff present where this is possible; and
- informing the designated safeguarding lead or deputy as soon as practically possible if they are not involved in the initial reporting.
- Referring the matter to the Police and/or Children Young People and Families Services' where it is believed a criminal offence has been committed and/or the child is at risk.

41. Contextual Safeguarding

All staff understand that safeguarding incidents and/or behaviours can be associated with factors outside of College and/or can occur between children outside of College, and will consider the context within which such incidents/behaviours occur in managing the incident/situation. This is

known as 'contextual safeguarding' which simply means, assessments of children should consider whether wider environmental factors are present in the child's life that are a threat to their safety and welfare.

This College will ensure that any referral/discussion with Children Young People and Families Services will include as much contextual information as possible, to inform their assessment process and decision making.

42. Children with Special Educational Needs and Disabilities (SEND)

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and staff in this College are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

We will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

We recognise that children with SEND are more prone to peer group isolation than other children and that there is potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

All staff are aware that there can be communication barriers and difficulties in overcoming these barriers where they exist.

This College will ensure that children with special educational needs and disabilities are provided with additional pastoral support when necessary, to ensure they feel safe and respected in the College community.

43. Welcoming other Professionals

Visitors with a professional role, such as the College nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the College, the Principal will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to the College, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly student/adult, it may not always be possible to confirm their identity before access to the

College site is allowed. The Principal will use their professional judgement to manage these situations effectively.

44. Safeguarding Information for Students

All students in our College are aware of a number of staff who they can talk to. The College is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of College, their right to be listened to and heard and what steps can be taken to protect them from harm.

45. Partnership working with Parents

This College shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

Eggbuckland Community College Academy Trust will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the College.

We make parents aware of our Child Protection and Safeguarding Policy and parents are aware that they can view the policy on our College website.

46. Policy Review

The Trustee Body of our College will review the Child Protection and Safeguarding Policy at least annually.

47. Ensuring accountability

The Trustees of this College recognise and understand that Safeguarding is the most important responsibility the College has.

The Trustees of this College with a responsibility for safeguarding will regularly audit the College's safeguarding procedures which will include (but are not limited to) using the Plymouth Children's Safeguarding Board 157/175 audit. Any findings of this audit are reported directly to the

Designated Safeguarding Lead, who will ensure that any discrepancies are modified within four working weeks.

Appendix 1

Types of Abuse and Neglect

All 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.

Definition of the term Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical Abuse

Physical abuse is 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

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and

touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Annex A

If a student discloses information to you: it is essential to safeguard and not to contaminate evidence in case there is to be subsequent prosecution of the perpetrator. The following guidelines will help you to avoid this.

Do refer to your DSL via CPOMS
Do allow the student to do the talking
Do listen to, rather than directly question
Do listen quietly and encouragingly
Do remain calm and caring
Do allow the student to finish
Do explain you might have to tell someone
Do make notes at the earliest opportunity and use the students words as far as possible
Do write up a full report for the DSL and include timing, setting and persons present as well as what was said and any noticeable non-verbal behaviour (via CPOMS)
Do draw a diagram to indicate the position of any injuries (on CPOMS)
Do keep and pass on any contemporaneous notes which you sign and date.
Do not postpone or delay the opportunity to listen
Do not interrupt the flow of the disclosure
Do not interpret what you have been told, just record it
Do not allow your feelings, such as shock or pity to surface
Do not stop a student who is freely recalling significant events
Do not discuss with anyone other than the DSL or member of the safeguarding team if required.

Annex B

ADDENDUM: COVID-19 Closure Amendments

1. Background

1.1. This appendix is based on the Department for Education guidance as it was deemed relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

1.2. This is interim safeguarding guidance, it is under review and will be updated.

2. Help and support

2.1. Advice for the education sector is being updated daily and will be reviewed on a daily basis by at least one member of the Senior Leadership Team at the College to ascertain if any further adjustments to working practice is required.

2.2. The Department for Education COVID-19 helpline, is available to answer questions Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

2.2.1. DfE.coronavirushelpline@education.gov.uk

2.2.2. 0800 046 8687

2.3. College staff should quote the unique reference number (URN or UK PRN) when calling the hotline.

3. Safeguarding and clusters

3.1. The College has no current plans to operate as part of a cluster of schools during the period of closure.

3.2. This will mean that there is no additional risk to having young people on site for whom the safeguarding background is not comprehensively understood or any adults on site who may require appropriate checks and risk assessments carried out as required.

4. Keeping children safe in schools and colleges

4.1. The college will continue to have due regard to KCSIE as it is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements.

4.2. The way the College is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

4.2.1. with regard to safeguarding, the best interests of children must always continue to come first.

4.2.2. if anyone in the College has a safeguarding concern about any child they should continue to act and act immediately in the normal way.

4.2.3. a DSL or deputy will be available on either email or by phone.

4.2.4. The DSL has shared her personal numbers with staff for emergency safeguarding concerns within normal College working hours.

4.2.5. unsuitable people will not be allowed to enter the children's workforce and/or gain access to children.

4.2.6. Students should continue to be protected when they are online, and tutors are regularly sending advice directly to students about how to achieve this.

5. Child protection policy

5.1. The College has an effective safeguarding and child protection policy in place reflecting business as usual.

5.2. It is likely that the policy will not accurately reflect new arrangements in response to COVID-19, amendments relevant to current COVID outbreak will be updated in this annex.

5.3. The DSL will continue to review and revise this annex to the Safeguarding and Child Protection Policy and keep it under review as circumstances continue to evolve.

5.4. This COVID-19 addendum summarises key COVID-19 related changes, including:

5.4.1. updated advice received from the Local Authority, as it not been risk assessed in the current circumstances.

5.4.1.1. The College has, at the current time, been advised not to conduct any home visits by the Local Authority

5.4.1.2. The College has, at the current time, been advised to attempt to maintain contact with all young people on roll via either phone or electronic means

5.4.2. any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

5.4.2.1. The College has received advice from the Local Authority that urgent safeguarding concerns are reported to them via the dedicated email address shared with safeguarding staff at the College. This is a fortnightly expected return, but additional concerns should be sent through in a timey manner.

5.4.3. the continued importance for the College staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children

5.4.4. any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition

5.4.4.1. The College will liaise weekly with the Local Authority regarding children who meet this definition via the College Safeguarding Team.

5.4.5. what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed

5.4.5.1. The College has instigated a programme of contact for young people to ensure that students are kept safe - any concerns arising from this process are to be handled according to current College protocols

5.5. All staff and volunteers will be made aware of the addendum to the existing policy via email.

5.6. All staff will be kept up to date as this is revised, again via email.

5.7. The addendum to the child protection policy will be made available publicly via the College website.

6. Designated safeguarding leads (DSLs)

6.1. The College will attempt to ensure the optimal scenario described by the Department for Education is maintained.

6.2. This will include a trained DSL or deputy available for all periods of opening.

6.3. Where a trained DSL or deputy is not on site, a senior leader will take responsibility for coordinating safeguarding on site, in liaison with the offsite DSL (or deputy) to discharge all required safeguarding duties.

6.4. All College staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them, this is shared via the Leadership pack held in the Principal's office.

6.5. It is acknowledged that DSL training is very unlikely to take place during this period and as a result, for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

7. Vulnerable children

7.1. Ensuring that vulnerable children remain protected is a top priority for the College.

7.2. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

7.3. The College will maintain and keep up to date a list of students/fmilies who are considered vulnerable outside of the parameters outlined by the Department for Education and maintain additional contact with these families during the period of closure.

7.4. Local authorities have the key day-to-day responsibility for delivery of children's social care.

7.5. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision.

7.6. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

7.7. Senior leaders, especially DSLs (and deputies) will maintain accurate and up to date lists of most vulnerable children and have the flexibility to offer a place to those on the edges of receiving children's social care support.

7.8. The College will continue to work with and support children' social workers to help protect vulnerable children.

8. Attendance

8.1. Local authorities and schools are not required to complete their usual day-to-day attendance processes to follow up on non-attendance, as per instruction from the Department for Education.

8.2. The College will follow up on any child that has a social worker who we are expecting to attend, who does not.

8.3. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the College will notify their social worker.

8.4. The Department for Education has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school which the College will return as per the agreed schedule.

8.5. The College will make the Local Authority aware of the attendance figures for the College each day, the College will make these returns as per the agreed schedule.

9. Staff training and safeguarding induction

9.1. All existing staff have had safeguarding training and have read part 1 of KCSIE, including local arrangements so they know what to do if they are worried about a child.

9.2. Where new staff are recruited, or new volunteers enter the school or college, they will be provided with a safeguarding induction.

9.3. Although not currently required, it is understood that workforces may move between schools and colleges on a temporary basis in response to COVID-19.

9.4. As the receiving Academy, the DSL will judge, on a case-by-case basis, the level of safeguarding induction required - as in most cases the existing workforce will already have received appropriate safeguarding training, this is most likely to comprise a copy of the College's Safeguarding and Child Protection Policy, confirmation of local processes and confirmation of DSL arrangements.

10. Children moving schools and colleges

10.1. The importance for the College to do whatever they reasonably can to provide a receiving institution with any relevant welfare and child protection information in these times is clearly acknowledged.

10.2. This will be especially important where children are vulnerable.

10.3. For looked-after children, any change in school will be led and managed by the Virtual School with responsibility for the child.

10.4. The receiving institution will be made aware of the reason the child is vulnerable and any arrangements in place to support them.

10.5. The DSL will do all that is possible to ensure that, as a minimum, the receiving institution should, as appropriate, have knowledge of a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). If possible we will make these transactions via CPOMS.

10.6. This should happen before a child arrives and, where that is not possible as soon as reasonably practicable.

10.7. Any exchanges of information will happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individuals with oversight of SEND provision for children with EHC plans.

10.8. It is acknowledged this may not always be possible and where this is the case, senior leaders will take this responsibility.

10.9. Whilst the College will continue to have appropriate regard to data protection and GDPR, it is understood they do not prevent the sharing of information for the purposes of keeping children safe.

11. Safer recruitment/volunteers and movement of staff

11.1. If the College is required to recruit new staff during the closure, we will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in part 3 of KCSIE.

11.2. This response will include those alterations made by the Disclosure and Barring Service (DBS) to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

11.3. Where the College utilise volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE.

11.4. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

11.5. As per advice from the Department for Education, should any member of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check with another establishment, the College will not seek a new DBS check where that member of the workforce has temporarily moved to the College to support the care of children.

11.6. The type of setting on the DBS check, for example a specific category of school, is not a barrier to the point laid out in 11.5 above.

11.7. The same principle outlined in 11.5 and 11.6 will apply if childcare workers move to work temporarily in the College.

11.8. The College will risk assess any staff covered by the above as we would for a volunteer (see above).

11.9. The College will seek assurances from the current employer in any of the cases above.

11.10. The College will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult as per paragraph 163 of KCSIE.

11.11. The College will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

11.12. During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk.

11.13. The College will be aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

11.14. As such, the College will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

11.15. The SCR will provide the means to log any staff who may be on loan from other institutions.

11.16. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

12. Mental health

12.1. Staff will give due regard to the fact that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents when setting expectations of pupils' work where they are at home.

12.2. Where the College is providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them as required.

12.3. The College will have due regard to the Department for Education's guidance on mental health and behaviour in schools when considering sanctions or support required.

12.4. The College will continue to provide information and advice to staff regarding Mental Health through the Safeguarding bulletins.

13. Online safety in schools and colleges

13.1. The College will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the College's IT systems or recommended resources, insofar as this is possible.

13.2. Staff will continue to share online safeguarding advice with stakeholders via emails/social media and the College website.

14. Children and online safety away from school and college

14.1. The College will do what we reasonably can to keep all of our children safe.

14.2. All staff who interact with children, including online, will continue to look out for signs a child may be at risk.

14.3. Any such concerns will be dealt with as per the child protection policy and where appropriate referrals will still be made to children's social care and, as required, the police.

14.4. The College will consider the safety of children when they are asked to work online.

14.5. The College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

14.6. Children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

14.7. As well as reporting routes back to the College, this includes signposting children to age appropriate practical support from the likes of:

14.7.1. Childline - for support

14.7.2. UK Safer Internet Centre - to report and remove harmful online content

14.7.3. CEOP - for advice on making a report about online abuse

14.8. The College will attempt to maintain regular contact with parents and carers and these communications will be used to reinforce the importance of children being safe online.

14.9. Parents and carers will be responsible, where a family deems they wish to engage additional support from an outside individual to assist in a child's learning, for securing this support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.