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College Aims

We want our students to be:

- Happy, confident with high expectations
- Resilient, independent and resourceful
- Caring, friendly and compassionate
- Open-minded and adventurous with broad horizons
- Ambitious, successful leaders and team players, ready for future challenges;

in a College that:

- Provides excellent teaching and a wide range of challenging learning opportunities – academically, physically and emotionally
- Values every student as an individual and is ambitious for every student regardless of their background, previous achievements, talents or individual barriers to learning
- Is nurturing, caring and welcoming
- Is reflective and always striving to improve
- Develops student and adult leadership and participation at every level
- Is a community that students, staff and parents are proud of.

1. INTRODUCTION AND CONTEXT

1.1 Our Responsibilities

Hope Valley College fully recognises its responsibilities for Child Protection and Safeguarding. This policy sets out how the College will deliver these responsibilities.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (Updated July 2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" (3rd September 2018) which is the statutory guidance for Schools and Colleges.

"What to do if worried a child is being abused" (March 2015)

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

"The Prevent Duty Departmental, advice for Schools and child care providers" (June 2015).

Furthermore, we will follow the Procedures set out by the local Derbyshire Safeguarding Childrens Board.

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Derbyshire safeguarding Children's Board

1.2 Our Principles

Safeguarding arrangements at **Hope Valley College** are underpinned by three key principles:

1. Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers should play their full part in keeping children and vulnerable adults within our Post 16 provision safe.
2. We aim to protect all young people using national, local and college child protection procedures
3. We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018

Hope Valley College operates a child-centred approach in which we aim to have a clear understanding of the needs, wishes, views and voices of our students. In order to facilitate this it is essential that all Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge of the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the College where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

1.3 Our Policy

There are 7 main elements to our policy, which are described in the following sections:

1. The types of abuse that are covered by the policy;
2. The signs of abuse that all staff, governors and volunteers should look out for.
3. How to report a concern, who to go to within college and how /who to report to at the relevant agencies
4. Roles and responsibilities for safeguarding;
5. Expectations of all staff, governors and volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children;
6. How the College will ensure that all staff, governors and volunteers are appropriately trained, and checked for their suitability to work within the College. This includes receiving regular updates and undertaking annual whole school training in safeguarding
7. How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our College provides a safe environment for all young people to learn and develop. We will cross reference to other policies relevant to our safeguarding in **Hope Valley College** and make reference to them in this policy where relevant.

2. TYPES OF ABUSE

2.1 Children who may require early help

All Staff, Governors and volunteers working within the College should be alert to the potential need for early help for children, using the procedures identified for initiating early help using the Thresholds Document for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child
- Has returned home to their family from care
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is misusing drugs or alcohol themselves
- Not attending college or at risk of exclusion from college
- Frequently going missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, exploitation, radicalisation
- Not in education, training or employment after the age of 16 (NEET)

These young people are therefore more vulnerable; Hope Valley College will identify who our vulnerable young people are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

2.2 Child Abuse

In relation to young people safeguarding and promoting their welfare is defined as;

- Protecting young people from maltreatment
- Preventing impairment of young people's' health or development
- Ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all young people to have the best outcomes

There are four types of child abuse defined in 'Working Together to Safeguard Children' (2018) and in the 'Keeping Children Safe in Education Statutory Guidance 2018' as:

1. **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/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.
2. **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 children 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 the 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 cyber bullying), 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, though it may occur alone.

3. **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 or 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.
4. **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. It may include a failure to:
 - i. Provide adequate food, clothing and shelter.
 - ii. Protect a child from physical and emotional harm or danger.
 - iii. Ensure adequate supervision (including the use of inadequate care-givers); or
 - iv. Ensure access to appropriate medical care or treatment.
 - v. Respond to a child's basic emotional needs

Bullying and forms of bullying, on and off line, including prejudice based and Cyber Bullying are also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. See the **Hope Valley College Anti Bullying Policy which is an appendix to the Good Behaviour Policy**

2.3 Specific Safeguarding Issues

Hope Valley College will endeavour to ensure their Staff, Governors and Volunteers are familiar with specific, critical issues in Safeguarding as listed below and will have processes in place to identify, report, and monitor them, including within teaching:

1. Bullying including cyber bullying
2. Child Sexual Exploitation (CSE) as defined by Working Together 2018
3. Domestic Violence
4. Drugs
5. Fabricated or induced illness
6. Faith abuse
7. Female Genital Mutilation (FGM)
8. Forced Marriage
9. Gangs and Youth Violence
10. Gender based violence/Violence against women and girls (VAWG)
11. Hate
12. Mental Health
13. Private Fostering
14. Preventing Radicalisation
15. On line abuse/Sexting
16. Teenage Relationship abuse

17. Trafficking
18. Missing children and vulnerable adults
19. Child sexual abuse within the family
20. Poor parenting, particularly in relationship to babies and young people

All staff, governors and volunteers can access broad government guidance on the issues listed above via the <https://www.gov.uk/government/organisations/department-for-education> and local procedures and strategies are available through www.derbyshirescb.org.uk

3. SIGNS OF ABUSE

3.1 Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

1. Unexplained bruising, marks or injuries on any part of the body.
2. Multiple bruises – in clusters, often on the upper arm, outside of the thigh.
3. Cigarette burns.
4. Human bite marks.
5. Broken bones.
6. Scalds, with upward splash marks.
7. Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

1. Fear of parents being approached for an explanation.
2. Aggressive behaviour or severe temper outbursts.
3. Flinching when approached or touched.
4. Reluctance to get changed, for example in hot weather.
5. Depression.
6. Withdrawn behaviour.
7. Running away from home.

3.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or

attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

1. Neurotic behaviour e.g. sulking, hair twisting, rocking.
2. Being unable to play.
3. Fear of making mistakes.
4. Sudden speech disorders.
5. Self-harm.
6. Fear of parent being approached regarding their behaviour.
7. Developmental delay in terms of emotional progress.

3.3 Sexual Abuse

It is recognised that there is an under reporting of sexual abuse within the family. All college staff, governors and volunteers should play a crucial role in identifying and reporting any concerns that they may have, understanding the indicators of behaviour which may be underlining of such abuse.

All Staff Governors and Volunteers should be aware that individuals, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

1. Pain or itching in the genital area.
2. Bruising or bleeding near genital area.
3. Sexually transmitted disease.
4. Vaginal discharge or infection.
5. Stomach pains.
6. Discomfort when walking or sitting down.
7. Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

1. Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
2. Fear of being left with a specific person or group of people.
3. Having nightmares.
4. Running away from home.
5. Sexual knowledge which is beyond their age, or developmental level.
6. Sexual drawings or language.
7. Bedwetting.
8. Eating problems such as overeating or anorexia.
9. Self-harm or mutilation, sometimes leading to suicide attempts.
10. Saying they have secrets they cannot tell anyone about.
11. Substance or drug abuse.
12. Suddenly having unexplained sources of money.
13. Not allowed to have friends (particularly in adolescence).
14. Acting in a sexually explicit way towards adults.

3.4 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

1. Being constantly dirty or 'smelly'.
2. Constant hunger, sometimes stealing food from other children.
3. Losing weight, or being constantly underweight.
4. Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

1. Mentioning being left alone or unsupervised.
2. Not having many friends.
3. Complaining of being tired all the time.
4. Not requesting medical assistance and/or failing to attend appointments.

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy Hope Valley College will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff induction training, and ongoing development training for all Staff, Governors and volunteers who will have contact with young people.

The college will also access broad government guidance via the <https://www.gov.uk/government/organisations/department-for-education> and more importantly access local procedures, strategies and tools through Derbyshire Safeguarding Children's Board

The designated leads and those with responsibility for safeguarding will use the information available to them in Derbyshire Schools Net Keeping Children Safe in Education to help staff develop the knowledge and understanding pertaining to national and local emerging concerns.

In addition all members of the college community, Staff, Governors, Volunteers and Parents will have access to National Online Safety

<https://lms.nationalonlinesafety.com/school/hopevalley>

Hope Valley College will incorporate signs of abuse and specific safeguarding issues into briefings, Staff Induction Training, and ongoing development Training for Staff, Volunteers and Governors.

3.6 Prevent Duties

Hope Valley College will ensure all staff, including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Principal and Chair of Governors will:

- Establish mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all staff, governors and volunteers implement the duty

The College will respond to any concern about Prevent as a safeguarding concern and will report it in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building resilience to radicalisation in all our young people. We will make referrals into CHANNEL where the risk is identified and the student may need de radicalisation

The College is committed to providing effective filtering systems and monitoring systems, this will include monitoring the activities of young people when on-line in College and actions taken relevant to the activity.

Hope Valley College will use the relevant forms to record any concerns. Pastoral staff will initiate electronic chronologies which will be treated as Child Protection Records when appropriate. All electronic files will be stored on Office Common in a folder which can only be accessed by DSLs.

3.7 Child Sexual Exploitation

Risk factors may include:

- Going missing
- Engagement in Offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeated concerns about sexual health
- Decline in emotional well being

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a student, they will refer to the Designated Safeguarding leads within the college.

3.8 Female Genital Mutilation

Hope Valley College recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a student they will refer to the Designated Safeguarding Leads within the college unless there is a good reason not to do so.

Signs may include:

- Days absent from college
- Not participating in Physical Education
- In pain, has restricted movement, frequent and long trips to the toilet, broken limbs
- Confides that she is having a special procedure, cut or celebration

- Unauthorised and/or extended leave, vague explanations of plans for removal of a female in a high risk category- where their parents are from a country who are known to practice FGM, especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

3.9 Allegations Of Abuse Against Other Children/Peer On Peer Abuse

We recognise that some young people abuse their peers or other children; therefore, the reasons for this are complex and often multi-faceted. We acknowledge that we need to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in college.

Peer on Peer abuse is a safeguarding concern and will require a discussion with the Designated Safeguarding Leads who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by Derbyshire. This may mean a referral to the Police and Social Care. Hope Valley College will consider and apply disciplinary procedures whilst offering the victim support.

We recognise that peer on peer abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment
- Sexual Violence
- Hate
- Homophobia
- Based on gender differences and orientation
- Based on difference

We will pay adherence to the guidance, Sexual Violence and Sexual Harassment in Schools/colleges between children (December 2017) and have strategies in college to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse. In addition we will use external partners including the MAT and Crossroads to deliver specific intervention programs for students who raise particular concern.

We are working hard as a College to be proactive and to challenge this type of abuse through approaches in the curriculum as well as addressing and tackling peer on peer abuse through our anti bullying work.

3.10 Sending of Indecent Images From One Person To Another Through Digital Media Devices

Hope Valley College accepts that this is a Safeguarding concern and one that is increasing that requires a robust response. We will seek advice from agencies and professionals acknowledging both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with other agencies.

We will refer to
Derby City & Derbyshire Thresholds Document

“Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

3.11 The Criminal Exploitation of Children : County Lines

Signs which may indicate criminal exploitation:

- Persistently going missing from college 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 academic results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral to the police and Social Care. The college will offer support to a victims

Carrying knives/offensive Weapons and Gang Culture

Bringing and carrying a knife/offensive weapon onto the college premises is a criminal offence and immediate action will be taken by calling the police and informing the parents. The guidance on Searching, Screening and Confiscation for Head Teachers, schools and Governors, January 2018 will be consulted and the college will consider and may apply the disciplinary procedure.

If a member of the college community suspect a students is being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The students may be an exploited child and victim to whom the college will offer support.

4. SAFEGUARDING ROLES AND RESPONSIBILITIES

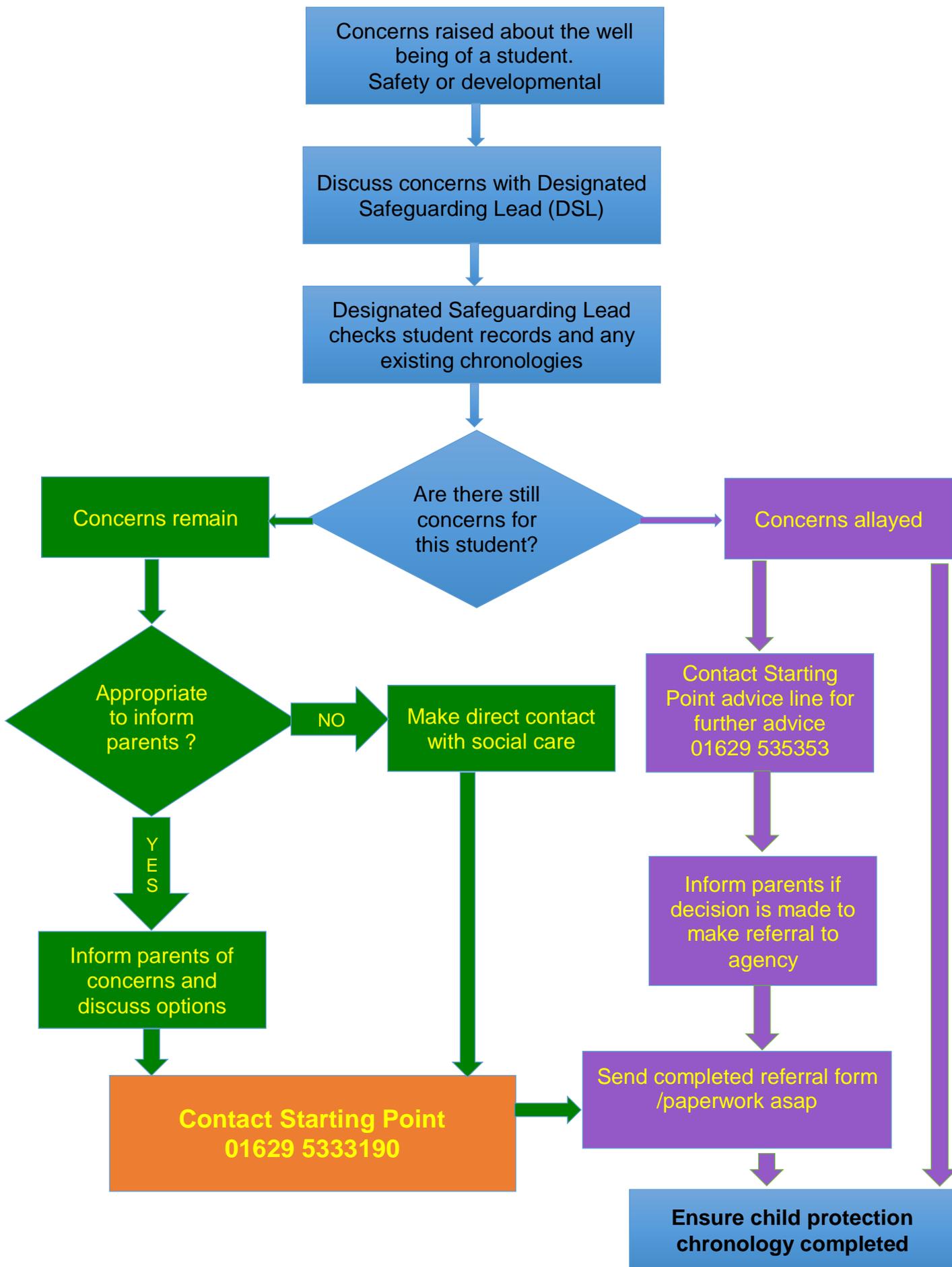
4.1 All Staff, Volunteers And Governors Have Responsibility For The Following:

1. Being aware of the Derby and Derbyshire Safeguarding Procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed.
2. Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to.
3. Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEND and Anti-Bullying including who is the School Link Governor for Child Protection and Safeguarding.
4. Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School or College.
5. To know about the 'Allegations Against Professionals' (LADO) procedures and feel confident in being able to use them including how to report concerns about other staff and the setting.
6. Any concerns any staff have about the Principal must be referred to the Chair of Governors
7. To be aware of Whistle Blowing procedures and where to get information, advice and support on this
8. Being aware of the Guidance for Safer Working Practices when working with Children and Young People in education settings, 2015, relevant sections of KCSIE 2018 and local procedures for Safer Working Practices.
9. Ensuring that their Child Protection training is up to date, and taking place at recommended intervals to ensure Staff, Volunteers and Governors are kept up to date undertaking refresher/update training at least annually
10. Sharing information and working together to provide children and young people with the help and support they need.
11. Supporting students who have been abused in accordance with his/her Child Protection Plan.
12. Seeking early help where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment (see section 5.1).
13. If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral is made immediately to Local Authority Children's Social Care.
14. If Staff including Volunteers have concerns they should raise these with the Designated Safeguarding Leads and they will usually decide next steps, (however any one in a School/College can make a referral).
15. If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback.
16. That Staff including Volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing 2015) which can be accessed www.derbyshirescb.org.uk or Derbyshire Schoolsnet site Keeping Children Safe in Education tile
17. To recognise the new requirements on Children Missing from Education and particularly those where it is believed young people may be leaving the country

18. To refer and adhere to Children Missing From Education (CME) processes and procedures as set out by national and local guidelines on all young people where there is a concern that they may be missing or who are missing
19. Recognising that Home Educated Children can be more vulnerable than other children and with regard to motivations of the intention to home educate. Therefore, recognising the responsibilities that the college has to those who are thinking about or who are about to home educate, including those who have been removed from the college roll with a view to home educate:
20. Recognising that Looked After Children and care leavers are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their full potential which includes the looked after child who is moving on. The college will ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed
21. Recognising their roles and responsibilities under SEND that those young people at college may not be able to recognise abuse, abusive situation or protect themselves from significant harm and exploitation
22. Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore being able to identify young carers and ensure they are supported to reach their potential with an understanding that staff and volunteers will need to refer to early help social care services for an assessment of their needs
23. Are aware of the Private Fostering Policy and have an understanding of host families (Annex A KCSIE May 2016), recognising that they have a duty to notify the local Children's Social Care department if it is thought or known that a young person may be privately fostered or subject to a host family arrangement which is unclear or ambiguous
24. Are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Value Agenda.
25. Know about Prevent duties and will report any concerns to the Designated Safeguarding leads who have responsibility under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process
26. Recognise that students are capable of abusing other students or their peers and are working to reduce and eliminate such behaviour within college
27. Recognise what is child exploitation and trafficking and know that they should seek advice and know how to report any issues/incidents
28. Recognise that young people may be criminally exploited or involved in gang culture and should seek advice and report any issues/incidents
29. Understand that there will be times when using reasonable force, in line with national guidelines and taking account of individuals needs and risk management/care plans in particular with regard to SEND
30. Should understand and recognise homelessness and the impact it has upon the student facing homelessness or who is homeless
31. Learning from the outcomes of serious case reviews (see Appendix A).

4.2 ALL Staff/ Governors/volunteers have responsibility to share and report a concern, know how to do this and who to and record these concerns appropriately.

HVC Reporting Flowchart



Governors, Proprietors and College Leadership Are Responsible For

32. Taking leadership responsibility for the school's safeguarding and child protection arrangements.
33. Ensuring there are robust safer recruitment procedures and a framework of checks, tracking and monitoring
34. Remaining up to date with emerging issues in safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Derbyshire.
35. Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School / College and are in liaison with other partners and agencies.
36. Ensuring that we have a Safeguarding Designated Lead for Child Protection, appointed from the College Management Team and who oversees and line manages the activities of all other leads in the college; Ensuring that the DSL is fully equipped to undertake the Safeguarding role and that they have access to appropriate training that is regular refreshed and with certified training at least every two years to help them keep up to date.
37. That a Designated lead is on the premises and available at all times during the college day and where a DSL is not available or in exceptional circumstances there is cover in place. A DSL will be a point of contact during any activities arranged by college both on and off site and including during school holidays. The leadership team will ensure there is cover at all times and that there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits.
38. That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEND alongside nominated leads in the college on these issues.
39. We have an appointed teacher who is responsible for Looked After Children and understands Safeguarding responsibilities begin fully aware of the local Safeguarding Procedures for reporting, responding and recording Child Protection Concerns.
40. That there are procedures in place in handling allegations against Staff or Volunteers and any concerns staff, including volunteers, have, including concerns about the college are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
41. That all Staff, including volunteers are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about **Hope Valley College** policies and procedures.
42. That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
43. That all Staff including volunteers receive the appropriate training which is regularly updated.
44. That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
45. That important policies such as those for behaviour and bullying, are kept up to date.
46. To consider how children may be taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
47. That the curriculum will implement sex and relationship teaching and make best use of PSHE to cover Safeguarding issues with children.

48. We have in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology
49. That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond / refer where required.
50. That we understand the updated definition of child exploitation and expectations around identifying, reporting and responding on any potential or actual cases of:
51. That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
52. That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
53. That we use the Local Authority protocol on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or social care.
54. Acting on the 'Learning from Serious Case Reviews' – see appendix A;
55. Ensures that all Staff are made aware of the Confidential Reporting Code (Whistle Blowing).
56. That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
57. Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the College website.

4.3 Creating a Safe Environment:

58. We will ensure that all our Staff and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including Volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
59. We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of the Student Council or similar).
60. We will ensure that the building, including its surroundings, is safe and one where children can feel safe.
61. We will ensure that parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in our local community.
62. We will ensure that we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record
63. We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges
64. We recognise that where our college places a student we are responsible for the safeguarding of that student and will check and review those arrangements to reassure ourselves of these safeguarding arrangements and that of the health, safety and wellbeing of that student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement

4.4 Recruitment, Staffing:

65. We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
66. We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
67. We must undertake overseas checks if a staff member being employed is working or has returned from a period of employment abroad;
68. We must ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any prohibition checks relevant to the post;
69. We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
70. We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; this is a legal duty.
71. That we make use of the DBS Service where appropriate;
72. That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration
73. We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor
74. We must pursue references with measures in place to ensure scrutiny and to verify all potential staff
75. Raise an alert with a senior member of the leadership team if there are gaps in references and/or any missing references
76. That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for Volunteers in the college undertaking activities with children
77. That all our Governors have the enhanced DBS and other checks that may be required.
78. That we understand the requirements if schools are hiring out their premises or use staff from their setting as regards asking the relevant questions and making sure checks are in place to ensure safeguarding the children/young people who attend clubs, holiday schemes and other activities on their premises.
79. We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g. banned political groups.

The Designated Safeguarding Lead is: **Alison Scorer**

The Lead Designated Safeguarding Lead for Post16 and Deputy Lead for the 11-16 school is: **Debbie Petts**

The Designated Safeguarding Leads are Paul Dearden, Alison Scorer and Debbie Petts. Training to be organised this year for Richard Beeden.

The Designated Lead for Looked after children/virtual school is: **Alison Scorer**

The Appointed Teacher for SEND is Richard Griffin

The Designated Lead for Anti- Bullying is: **Alison Scorer**

The Designated Link Governor for Safeguarding is: **Bernie Hunter**

The Designated Link Governor for Anti- Bullying is: **Bernie Hunter**

The Designated Link Governor for Looked after Children (Child in Care) is: **Bernie Hunter**

The Current Pastoral Members, who take responsibility for safeguarding, are: **Matthew Fitton, Debbie Whitehall, Alex Jenkinson, Sue Daniel, Robyn Taylor, Katy Salisbury, Richard Robinson**

5. SAFEGUARDING PROCESSES AND PROCEDURES

The College will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in Derby City and Derbyshire safeguarding Children's Board Policies and Procedures Guidance

The threshold document is available and assists with meeting a child's needs in Derbyshire and can be found in the [Derby City & Derbyshire Safeguarding Children's Board Procedures](#). This document will be used to help identify the level of concern and next course of action.

5.1 Early Help

All staff, governors and volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding leads, liaising with other professional and supporting children identified in the college who may need Early Help intervention

The provision of Early Help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information college Staff, governors and Volunteers can refer to Derbyshire's 'Early Help Offer' and Starting Point at http://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

Starting Point is Derbyshire's first point of contact and referral service for Children, including advice, support and next steps Early Help and intervention (MAT) and for welfare and Child Protection concerns. This also includes a professional's advice line available for the Designated Safeguarding Lead to use

We will follow the referral process for all Early Help by using an electronic form made available on www.derbyshire.gov.uk/startingpoint

When calls are received they are screened, and advice is given around the next steps. An Initial Contact will be created for all cases where it is judged the child may have

additional or complex needs. This Initial Contact will be then passed to the Senior Practitioner.

The Senior Practitioner will, within 24 hours, decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either the Multi-Agency Team or Children's Social Care for assessment. The contact Centre Advisor will be responsible for directing the Initial Contact/Referral to the appropriate team and advising the referrer of the outcome within 24 hours.

5.2 Referring To Children's Social Care

Hope Valley College will ensure that if any staff, governors or volunteers have concerns about the welfare and safety of a young person, discussions will take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern. The Designated Safeguarding Lead will act upon the information received, reporting the concern as soon as possible, however, we recognise that anyone can make a referral through Starting Point.

If at any time it is considered that the child has suffered significant harm or is likely to do so, a telephone referral must be made to Starting Point, Derbyshire's first point of contact for children and young people for referral to Children's Social Care e.g. a child having an injury or has made a disclosure of sexual abuse. If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary plan should be attached to the written confirmation. If a copy of the assessment is not available then details regarding who undertook the Assessment and their contact details should be added. For Starting Point to provide feedback an e-mail contact must be provided and name of the person nominated in school to receive feedback.

When a member of Staff, Volunteer Parent, Practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker we will contact Starting Point

College should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made) or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

Where there is a difference of professional opinion College is able to escalate their concerns through the Derby City & Derbyshire Escalation Policy available on the Derbyshire Safeguarding Board's website:

Essential information for making a referral includes:

1. Full names and dates of birth for the child and other members of the family.
2. Address and daytime phone numbers for the parents, including mobile.
3. The child's address and phone number.
4. Whereabouts of the child (and siblings).
5. Child and family's ethnic origin.

6. Child and family's main language.
7. Actions taken and people contacted.
8. Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
9. A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
10. The details of the person making the referral.

Other information that may be essential:

1. Addresses of wider family members;
2. Previous addresses of the family;
3. Schools and nurseries attended by the child and others in the household;
4. Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
5. Hospital ward/consultant/Named nurse and dates of admission/discharge;
6. Details of other children who may be in contact with the alleged abuser;
7. Details of other practitioners involved with the family;
8. Child's legal status and anyone not already mentioned who has parental responsibility;
9. History of previous concerns and any previous CAF or Initial Assessments completed;
10. Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

5.3 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection record held on CMT drive with access to DSL only. Each concern will be recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff designated in a role to safeguard students at college.

We will follow the Local Authorities' current guidance on the Child Protection Retention Guidance for schools (incl Transfer, Storage and Retention-July 2017 and wait any instruction with regard to the National Inquiry into Child Sexual Abuse (historic Child Protection records on children and records on staff where there are allegations) We will therefore not destroy any child protection/welfare records, including records which hold information allegations, against staff and any other person working in the College or connected to the College.,

5.4 Recruitment Of Staff And Volunteers

Recruitment

Hope Valley College will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children safe in Education" and any supporting DBS documentation are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will, in all cases, check on:

- the identity of candidates,
- a check of professional qualifications
- the right to work in the UK
- make overseas checks where relevant
- ask for and follow up at least two references with referees
- scrutinise applications for gaps in employment.
- Include at least two questions regarding safeguarding

We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

Hope Valley College will have a single central record which will cover all Staff, including Governors, and volunteers, frequent visitors, agency and supply and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

We will ensure that all Staff are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Hope Valley College will ensure that everyone who has contact with a student including Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments;

The Disclosure and Barring Service (DBS) .

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

1. Processing requests for criminal records checks.
2. Deciding whether it is appropriate for a person to be placed on or removed from a barred list.
3. Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland.
4. Providing an online DBS service.

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. We will have a clear

understanding of what regulated activity is and implications for volunteers in the school/college. This may mean undertaking risk assessments on any activity.

Hope Valley College fully understand the statutory guidance on regulated activity, supervision of children which is regulated activity when they are unsupervised (KCSIE 2016 Annex F).

Hope Valley College will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed;
- A check that individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;
- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

5.5 Dealing with Allegations Against Staff And Volunteers Who Work With Children

Hope Valley College will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via [Derbyshire & Derby City Safeguarding Procedures](#)

If a member of staff has concerns about another member of staff, then this will be referred to the principal. Where the concern is about the Principal this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case using the Derby and Derbyshire LADO referral form and this is done by an appropriate member of the College Management Team.

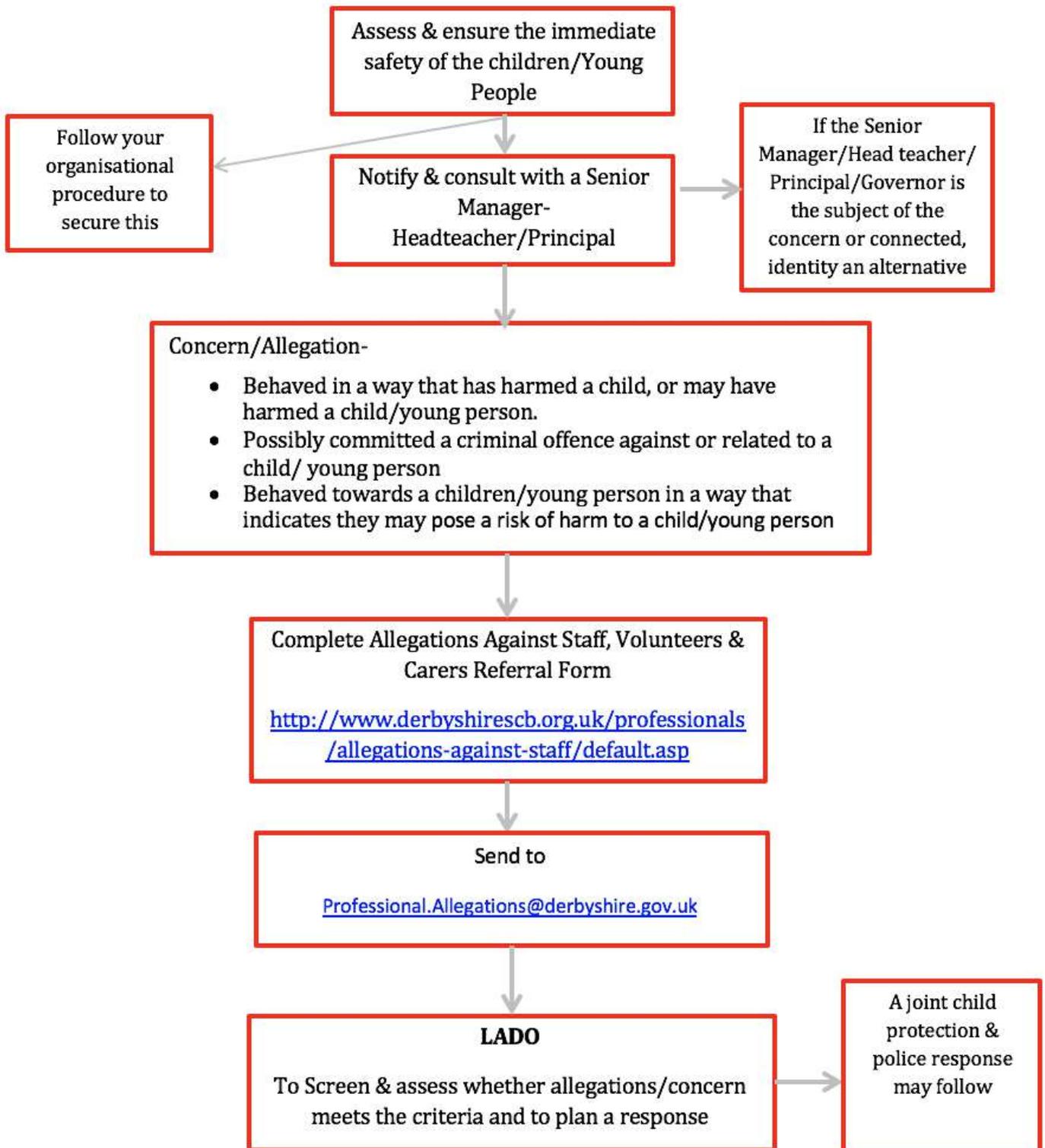
We will inform all our staff that anyone can report direct to LADO any concerns about a member of staff.

Allegations/Concerns against Staff, Volunteers & Carers



LADO Process

Education & Schools



6. MANAGEMENT OF THE POLICY

The Governing Body will oversee this policy and:

- Ensure all governors are effective in the management of safeguarding
- Ensure all Staff including all other governors and volunteers read and have access to the policy
- Ensure that it is displayed on the college's website
- Ensure that it is overseen to ensure its implementation
- Review its content on an annual basis

The Designated Safeguarding Lead will report on Safeguarding activity and progress within the School/Educational setting to the Governing Body annually.

The Safeguarding Designated Leads will complete the S175 Safeguarding Audit with an Action Plan which will be used to report on Safeguarding activity and progress. A copy of this will be submitted to the CPM for schools/Education settings at Derbyshire County Council. This will be held on file and reported to the Derbyshire Safeguarding Children's Board

The Principal should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School/Educational setting and use the processes with the local authority to report these.

Signed by:

Chair of Governors

Head Teacher/Principal

Date:

Date:

APPENDIX A:

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding three years.

In 2012 we learnt that:

Babies are particularly at risk from abuse and neglect including:

1. Shaking
2. Co-sleeping
3. Domestic abuse
4. Methadone used as a soother
5. Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

1. Suicide/self-harm
2. Child sexual exploitation (CSE)
3. Offending behaviour
4. Missing from school, home or care
5. Difficult to engage

Parents – the death or serious injury of children and young people often has contributory factors including:

1. Substance misuse
2. Mental health
3. Domestic abuse
4. Hostility/non-engagement
5. Disguised compliance
6. Violent men

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

1. Information gathering, sharing and recording.
2. Assessing the complete circumstances of the child and family, including their history.
3. Critically analysing all information.
4. Ensuring the needs of the child are paramount above those of the parents.
5. Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

1. Domestic Abuse

2. Substance Misuse
3. Vulnerabilities of older teenage children
4. Suicide/self-harm
5. Shaken babies/youngsters
6. Disguised compliance from parents/carers
7. Agencies should be consulted before closing cases
8. Risk to children should be assessed when in contact with perpetrators of domestic abuse
9. Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice;
- To be alert to disguised compliance;
- The importance of professional curiosity;
- To be alert to the possibility of abuse;
- That all professionals to consider the need for an Early Help Assessment;
- Hear the voice of the child;
- Understand and record the child's lived experience.

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's):

1. Appropriate representation is needed at key meetings- Child Protection Case Conferences
2. Effective multi-agency working
3. More SMART working practices with children and young people
4. Effective information sharing to inform assessments
5. Staff to be curious, inquisitive and ask more questions
6. Reflection and constructive challenge for staff when working with vulnerable children and young people
7. Staff to observe safer working practices
8. Staff to be reminded of a code of conduct and staff to operate by one

From SCR's (East Midlands & wider) in 2015 in summary form we need:

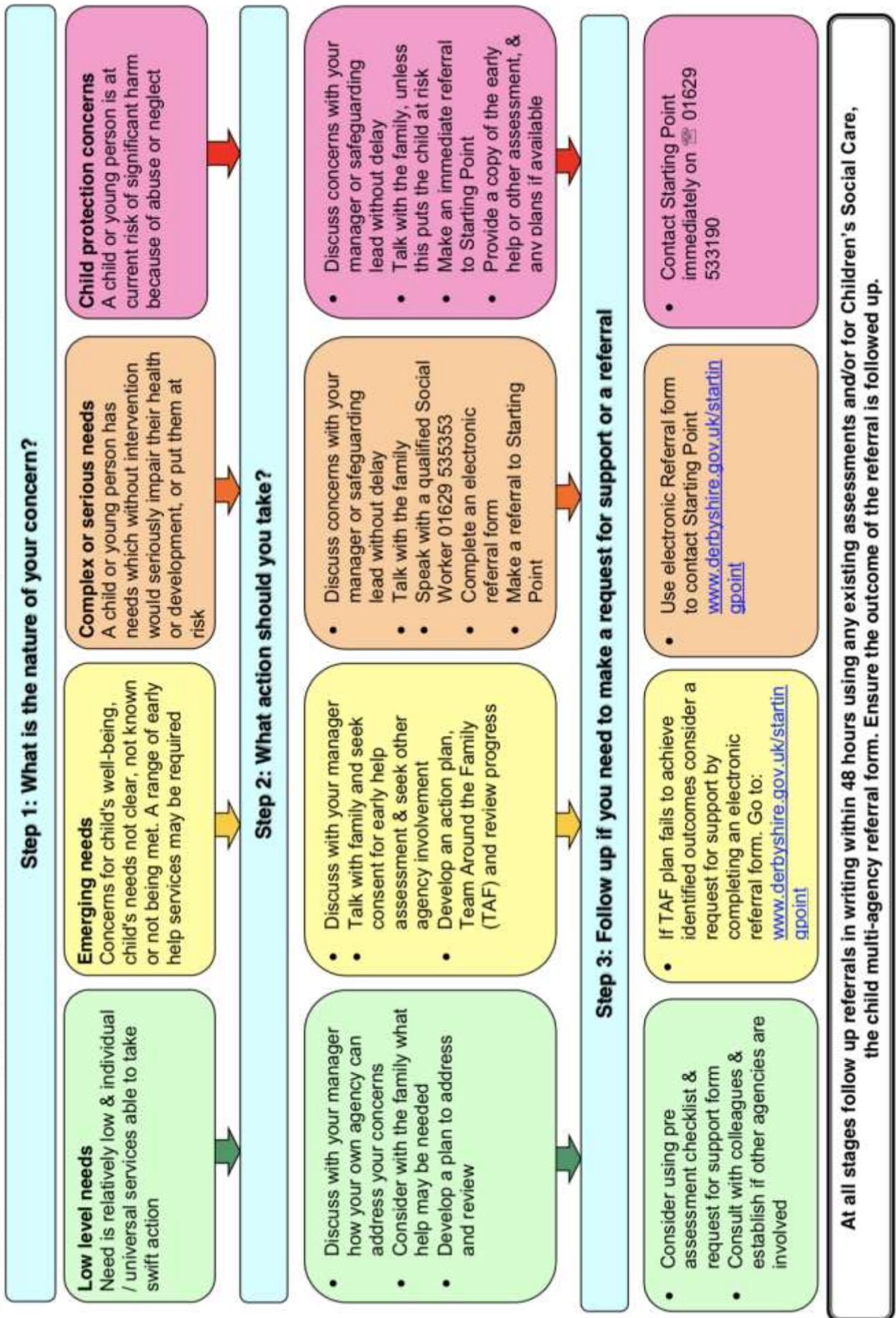
- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity and the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation , and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements

- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations

RELEVANT SCRS

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools/colleges can be found on the Derbyshire Safeguarding Childrens Board website.

Appendix B Derbyshire: If you are concerned about a child, young person or family



HVC CHILD PROTECTION FLOWCHART

