



Safeguarding and Preventing Extremism and Radicalisation Policy

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Directors Statement

Liberty Training is committed to safeguarding and promoting the welfare of all students and expects all staff and volunteers to share this commitment. It is our aim that all students are kept safe and supported to achieve fulfil their potential.

The Directors of Liberty Training wish to make it clear that extremist religious views and partisan political views promoted in the teaching of any subject in the college will not be tolerated. All members of staff are expected to offer a balanced presentation of views and opinion to students whilst they are in attendance at the college and whilst taking part in extra curricular activities that are provided or organised by or on behalf of the college including through the distribution of promotional materials. Failure to observe the above could lead to disciplinary procedures including instant dismissal.

This document does not set out to undermine British and Democratic Values.

Safeguarding Contacts

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name	Phone No.	Email
Designated Safeguarding Lead	Bernice Scott	01843446906	bernie@libertygrouppltd.co.uk
Deputy Designated Safeguarding Lead	Michelle Smith	01843446906	michelle@libertygrouppltd.co.uk
Local Authority Designated Officer (LADO)	-	03000 410 888	kentchildrenslado@kent.gov.uk
Social Services Referrals (under 18)	-	03000 411 111	social.services@kent.gov.uk
Out of Hours Social Services	-	03000 419 191	
Social Services Referrals (over 18)	-	03000 416 161	social.services@kent.gov.uk
Out of Hours Social Services (ADULT)	-		-
Police	-	101	-
NSPCC Whistle-blowing Helpline		0800 028 0285	-

Legislation and Documentation

We believe this policy should be a working document that is fit for purpose, represents Liberty Training's ethos, enables consistency and quality across the college and is related to the following legislation:

- Children Act 1989
- Keeping CSIW (KCISE) 2021
- WTTSC (2020)
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Directors, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2015)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)
- Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office

Introduction

Safeguarding and promoting the welfare of children is best defined as:

'Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'.

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)

We believe that all learners have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of learners by creating a positive college atmosphere through our teaching and learning, pastoral support and care for both learners and college personnel, training for college personnel and with working with parents/carers. We teach all our learners about safeguarding.

We understand that safeguarding is what we do for all learners, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all learners to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We are particularly alert to the potential need for **early help** for a learner who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the learner, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)

We want all our learners to achieve their full potential by:

- Being as physically and mentally healthy as possible;
- Experiencing good quality education opportunities;
- Living in a safe environment;
- Learning and working in a safe environment;
- Experiencing emotional well being;
- Feeling loved and valued;

- Receiving support from a network of reliable and affectionate relationships;
- Learning to look after themselves;
- Coping with everyday living;
- Having a sense of identity and a positive image of themselves;
- Developing their confidence and their interpersonal skills

We recognise that the safety and protection of learners is the responsibility of all college personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when learners are undertaking certain activities which might indicate a learner has been abused. We believe that we must report and investigate all injuries for the safety and protection of the learners in our care.

We acknowledge that learners can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of abuse as the health, safety and protection of all learners is paramount. We are aware that if abuse is suspected by another learner then child/adult protection procedures will be applied to both learners.

The following are types of abuse and neglect:

Abuse: a form of maltreatment of a child/vulnerable adult. Somebody may abuse or neglect a child/vulnerable adult by inflicting harm or by failing to act to prevent harm. Children/vulnerable adults 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: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/vulnerable adult. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/vulnerable adult.

Emotional abuse: the persistent emotional maltreatment of a child/vulnerable adult such as to cause severe and adverse effects on the child/vulnerable adult's emotional development. It may involve conveying to a child/vulnerable adult 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/vulnerable adult 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/vulnerable adult. These may include interactions that are beyond a child/vulnerable adult's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child/vulnerable adult 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/vulnerable adult frequently to feel frightened or in danger, or the exploitation or corruption of children/vulnerable adult. Some level of emotional abuse is involved in all types of maltreatment of a child/vulnerable adult, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/vulnerable adult 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/vulnerable adult in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/vulnerable adult to behave in sexually inappropriate ways, or grooming a child/vulnerable adult 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: the persistent failure to meet a child/vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the child/vulnerable adult's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child/vulnerable adult 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/vulnerable adult's basic emotional needs.

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)

We are aware that safeguarding issues can manifest themselves via **peer-on-peer abuse** in the form of bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We have a duty to ensure college personnel have the **skills, knowledge and understanding** to keep learners safe and to be alert to the additional safeguarding challenges to learners with special educational needs and disabilities.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children/vulnerable adults outside the college. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children/vulnerable adults should consider whether wider environmental factors are present in a child/vulnerable adult's life that are a threat to their safety and/or welfare.

We are aware that 'Child **sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' We will report any concerns we may have regarding a learner being possibly sexually exploited.

Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017)

We are aware that **female genital mutilation (FGM)** is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:

- Difficulty walking, standing, or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious, or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.

- Asking for help but may not be explicit about the problem due to embarrassment or fear.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. College personnel who fail to comply with the mandatory duty face disciplinary procedures.

We are aware that 'so-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including (FGM), forced marriage, and practices such as breast ironing'.

College personnel who have a concern regarding a young person that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or DDSL.

We will inform the **Local Authority Designated Officer** (LADO) of any allegations of abuse by any member of the college personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform LADO of any person connected to the college who is considered to be unsuitable to work with children/vulnerable adults.

We have a duty to safeguard learners and families from **violent extremism**. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and adults and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of learners being drawn into terrorism. College personnel must be aware of the increased risk of online radicalisation, and alert to changes in learner's behaviour. Any concerns will be reported to the DSL or DDSL.

We are aware that under the '**Counter-Terrorism and Security Act 2015**' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote learners' welfare. Within this environment we work hard to build learners' resilience to radicalisation and extremism by promoting fundamental **British and Democratic Values** and for everyone to understand the risks associated with terrorism. We want learners to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting learners from the risk of radicalisation is provided for all college personnel by the **DSL** who has undertaken Prevent awareness training. Online general awareness training will also be provided for all college personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

We will deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

We are committed in establishing and maintaining an **ethos** where learners and parents feel secure in being able to talk confidently to college personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the college, we will ensure that the parental responsibility of a child is established.

We will ensure that the **curriculum** deals with safeguarding through activities and opportunities in lessons that will equip the learners with the necessary skills and awareness to stay safe from abuse. We want learners to understand risk, to become more resilient and know where to go for help and support not only in college but also in the local community.

We have a duty to ensure the **online safety** of all learners and school personnel. We also have a duty to provide learners with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly, Internet access will not only raise standards, but it will support tutor's professional work and it will enhance the college's management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of college brings with it the need to ensure that learners are safe. We need to teach learners how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate learners about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will help deter, reject, or identify people who might abuse children and vulnerable adults. Procedures such as criminal record checks (**DBS checks**), barred list checks and prohibition checks, together with references and interview information, to be used in order to determine the suitability of a prospective employee.

We are committed in establishing and maintaining correct procedures and checks for **safer recruitment** for all new staff, supply staff, contractors and volunteers and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the college community attends regular **awareness training** on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a learner if this would put the learner at risk of significant harm.

We recognise **whistle blowing** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all college personnel and visitors to college to report any serious concerns they may have about any aspect of the college such as:

- Health and safety concerns
- Damage to the college environment
- A criminal offence that has taken place or is about to take place

- Disobeying the law
- The covering up of a wrongdoing
- The conduct of its personnel or others acting on behalf of the college.

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to prevent, or limit, the sharing of information for the purposes of keeping learners safe. We are aware that legal and secure information sharing between schools, colleges, Children's Social Care, and other local agencies, is essential for keeping learners safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

We aim to ensure that in all **college inspections** safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in provision.

We wish to work closely with the **Youth Participation Group** and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a college community have a commitment to promote **equality**. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of college life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this college to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows **how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.**

The educational section of the audit that covers differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this college.

We believe that everyone who comes into contact with learners and their families has a role to play in safeguarding. Therefore, we believe it is essential that this policy clearly **identifies and outlines the roles and responsibilities** of all those involved in the procedures and arrangements that is connected with this policy. All staff must be fully aware of their safeguarding responsibilities.

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of learners from abuse.
- To ensure that all college personnel are aware of what action to take when dealing with a child/adult protection issue.
- To create and provide a learning environment that is safe, secure, warm, and welcoming for learners combined with sound security systems and procedures.
- To establish and maintain an ethos where learners and parents feel secure in being able to talk confidently to college personnel about any concerns or fears they may have, knowing that they will be taken seriously.
- To ensure college personnel have the skills, knowledge and understanding to keep learners safe.
- To be alert to the additional safeguarding challenges to learners with additional and special educational needs and disabilities.
- To protect learners from the risk of radicalisation and extremism.
- To build learners' resilience to radicalisation and extremism by promoting fundamental British and Democratic Values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other colleges and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Directors

The Directors have powers and responsibilities to ensure the implementation of the following areas:

Legislation and the Law

- To be responsible for ensuring that the college complies with all equalities legislation.

Ethos and Learning Environment

- To create and maintain a culture of vigilance.
- To create and provide a learning environment that is safe, secure, warm, and welcoming for learners combined with sound security systems and procedures.
- To establish an environment where learners feel safe to talk and a culture where college personnel listen to learners.

Policy Awareness and Documentation

- To ensure everyone connected with the college is aware of and complies with all aspects of this policy and other safeguarding policies;
- To ensure all college personnel read Part One of 'Keeping Children Safe in Education'.

- To ensure the current safeguarding and child protection policy is published on the college's website.
- To ensure all college personnel are familiar with:
 - This policy
 - Liberty Training Staff Code of Conduct policy
 - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Directors, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
 - Information Sharing 2015 (HM Government)
 - What to do if you're worried a child is being abused 2015 (HM Government)
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2018)
 - The Prevent Duty: Department advice for schools and childcare providers (DfE)
 - Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- To ensure the following safeguarding policies are up to date and that all school personnel and volunteers are aware of them:

Child Missing Education (see policy)

We believe 'all 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. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

Anti-Bullying (see policy)

We have a duty of care to protect learners from bullying as part of our responsibility to provide a safe, secure, caring and friendly college environment for all learners in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

Anti-cyber Bullying (see policy)

We believe cyber bullying is the use of a mobile phone or the internet to deliberately upset another person. We have a responsibility to ensure that cyber bullying does not take place in this college by ensuring learners, school personnel and parents understand what it is and how it can be prevented.

Child Sexual Exploitation (see policy)

We believe child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status and is best defined as: involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or

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

Safeguarding Children and Young People from Sexual Exploitation: supplementary guidance to Safeguard Children (DCSF)

Dealing with Allegations against School Personnel, Volunteers, Directors or Learners (see policy)

We recognise that all college personnel are vulnerable to accusations of abuse because of their daily contact with children/vulnerable adults. We acknowledge that dealing with allegations against school personnel is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation.

Dealing with Sexual Violence and Sexual Harassment (see policy)

We are aware that sexual violence and sexual harassment can occur between two learners of any sex and they can occur through a group of learners sexually assaulting or sexually harassing a single learner or group of learners. We have the responsibility to ensure that sexual violence and sexual harassment is not acceptable and will not be tolerated. All incidents of sexual violence and sexual harassment will be dealt with, and all victims will be taken seriously with the appropriate support provided.

Disclosure and Barring Service Checks (see policy)

We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. By undertaking checks via the Disclosure and Barring Service (DBS) for those people who are looking to work with children/vulnerable adults, we aim to prevent unsuitable people from working with children and vulnerable adults.

Photographic and Video Images (see policy)

We believe there is no law stopping parents from taking photographs of their children at college events as photographs taken purely for personal use are exempt from the Data Protection Act 1998.

Prevent Duty – Dealing with Extremism and Radicalisation (see policy)

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that college personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

Liberty Training Staff Code of Conduct (see policy)

We have a duty to safeguard and to promote the welfare of all learners by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes. We believe we have a duty to safeguard and to promote the welfare of learners and to protect college personnel by creating a whole college culture that is safe and inclusive. We want to maintain a whole college culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

Positive Handling (Restraint of Learners) (see policy)

We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'. (Department for Education – Use of reasonable force)

- Safer Recruitment (see policy)

We have a major duty to ensure safe recruitment of college personnel and volunteer helpers to this college as we are committed to safeguarding and promoting the welfare of all children/vulnerable adults. By creating a culture of safe recruitment that involves undertaking criminal record checks (DBS checks), barred list checks and prohibition checks plus obtaining references and other interview information for all prospective employees, we believe that this will help prevent, reject or identify those people who might abuse children/vulnerable adults.

- Internet Social Networking Websites (see policy)

We believe college staff need to be aware that 'posting' anything on social networking sites about themselves, others or their place of work must be prepared for the possibility that anyone could gain access to it. This has been a major factor in identity theft. In terms of college personnel's use of social networking and the web, they must be careful what information is posted due to potential security risks. College personnel should use social networking sites wisely and cautiously and if absolutely necessary bearing in mind they should not jeopardise themselves, others or their place of work. The college will monitor its IT system for inappropriate usage and will take the necessary disciplinary measures if need be.

- Additional and Special Educational Needs (see policy)

We have a duty to provide appropriate A&SEN provision for children and vulnerable adults in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children/vulnerable adults, to support medical conditions and to inform parents and learners if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or vulnerable adults.

- To publish this policy:
 - on the school's website
 - in the learner handbook (a learner friendly summary)
 - on the staff community drive

Safeguarding Training

- To undertake training in safeguarding and child protection.
- To ensure all college personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have.
- To keep an updated training attendance record (training matrix) and ensure that those who were absent from any training attend another follow up training session.
- To provide evidence for Inspectors that training has been effective and has been implemented.
- To ensure that all new college personnel undertake induction training in safeguarding and child/ adult protection procedures that covers aspects of:

- Keeping Children Safe in Education (DfE 2016)
 - What to do if you are worried a child is being abused (DfE 2015)
 - Guidance for safer working practices (Safer Recruitment Consortium 2015)
 - Prevent Duty (DfE 2015)
 - Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
 - Statement Of Government Policy On Adult Safeguarding (DoH 2001)
 - College Procedures
- To provide refresher training for all college personnel annually and to raise awareness of a wide range of safeguarding topics throughout the college year.
 - To have in place a record of all refresher training undertaken and to ensure that those who were absent from any training attend another follow up training session.
 - To evaluate the effectiveness of the varied approaches to safeguarding training undertaken.
 - To provide evidence of the improved changes to safeguarding training.

Designated Safeguarding Lead

- To work closely with the Designated Safeguarding Lead.
- To nominate a deputy Designated Safeguarding Lead.
- To ensure all Designated Safeguarding Leads undertake two-yearly training in their role.
- To ensure all Designated Safeguarding Leads undertake Prevent awareness training
- To organise, in conjunction with Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the college community.
- To provide adequate resources for the Designated Safeguarding Lead to undertake their role.
- To ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role.

Safer Recruitment

- To ensure a safer recruitment process is in place.
- To ensure that agency supply teachers and other supply staff and vetted by the agency are, when they arrive at school, are the same people that the agency vetted.
- To prevent people who pose a risk of harm from working with children and vulnerable adults.
- To check staff who work with children and vulnerable adults.
- To take 'proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.'
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Disclosure and Barring Service Checks

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children and vulnerable adults in the school.
- To complete prohibition checks for everyone in teaching work and to check that no one is restricted from working as a teacher in another EEA country.
- To ensure all visitors are suitably checked and monitored.
- To ensure Disclosure and Barring Service checks are undertaken for volunteers

Single Central Record

- To ensure a Single Central Record is in place, up to date and fulfils all statutory requirements that covers everyone who work in regular contact with children and vulnerable adults such as all:
- School personnel
- Trainee teachers
- Volunteers
- Supply agency staff

The following information will be recorded for all school personnel, trainee teachers and volunteers:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- A section 128 check for those in school management positions
- Checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- Name of the supply agency
- Confirmation checks that the agency has done all of the above
- Date when the confirmation was received
- DBS certificate for each supply person
- Date when DBS certificate was received

Plus the supply agency will be contacted once the agency worker has arrived in order to verify that that 'is the same person that the agency has completed the vetting checks on'.

Policies and Documentation

- To ensure all school personnel read Part One of 'Keeping Children Safe in Education'.
- To ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.

Record Keeping

- To have in place a robust and effective record keeping system.
- To ensure all child/adult protection concerns, associated discussions and decisions are recorded in writing in a set format:
 - The nature of the concern
 - The name of the person reporting the concern
 - To whom the concern was reported
 - When it was recorded
 - What robust action was taken
- To ensure the record keeping system is kept in one secure central place.
- To have in place an up to date, detailed, accurate and secure child/adult protection file which records all concerns and referrals.

Online Safety

- To have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage.

Covert Cameras and CCTV

- To ensure that regular checks of the school premises take place by the Site Manager for hidden cameras.
- To ensure that all areas of the school are kept clutter-free in order to prevent the placing or installation of covert cameras.
- To ensure the following procedure is undertaken if a covert camera is found:
 - will contact the police outlining all known details
 - will not touch the device
 - will not look at any images on the camera
 - will close off the area where the device was found as this is now a crime scene
 - will not move or remove any articles etc. in the crime scene
 - will inform the local authority Designated Officer
 - will write an incident report
- To ensure that all CCTV cameras are periodically checked to ensure that they are not facing:
 - areas of expected privacy
 - mirrors

Risk Assessments

- To ensure risk assessments are in place regarding physical intervention, learners changing for sporting activities, school personnel working 1:1 with a learner, overnight stays and staying with hosting families on exchange visits.
- To encourage learners to assess risks to themselves.

School Personnel

- To ensure school personnel and learners do not take **photographic images** without consent or management permission.
- To not promise **confidentiality** to any child but always act in the interests of a child.
- To ensure school personnel are constantly encouraging learners to **assess risks** to themselves.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To ensure school personnel are aware of the additional safeguarding challenges to children/adults with **special educational needs and disabilities**.

Female Genital Mutilation

- To ensure all concerns regarding FGM are reported to the police.
- To ensure all school personnel are trained to recognise the symptoms of FGM.

Honour-based Violence

- To ensure all concerns regarding honour-based violence are reported to the DSL or deputy Designated Safeguarding Lead.
- To ensure all school personnel are trained to recognise the symptoms of honour-based violence.

Fostering

- To report any private fostering arrangements to the local authority.
- To inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place.

Reporting

- To regularly report to the Directors and keep them updated.

Dealing with Allegations against School Personnel, School Volunteers, the Directors

- To ensure there are procedures in place to handle allegations against teachers, Directors, volunteers and other staff.
- To ensure such allegations are referred to the designated officer(s) at the local authority by the designated safeguarding lead.
- To ensure procedures are 'in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.'
- To be aware that it is a legal duty and failure to refer when the criteria are met is a criminal offence.

Dealing with allegations of abuse made against other learners

- To be aware that learners are capable of abusing their peers.
- To have in place procedures to minimise the risk of peer on peer abuse.
- To investigate all allegations of peer on peer abuse.
- To ensure that when dealing with a safeguarding concern the learner's wishes and feelings are taken into account when determining what action to take and what services to provide.

Looked After Children and Vulnerable Adults

- To ensure school personnel have the skills, knowledge and understanding necessary to keep looked after children and vulnerable adults safe.
- To ensure that appropriate staff have the information they need in relation to a child/vulnerable adult's looked after legal status.
- To promote the educational achievement of children and vulnerable adults who are looked after.
- To ensure the designated teacher for looked after children and vulnerable adults has the appropriate training.

Learners with Special Educational Needs and Disabilities

- To ensure school personnel are trained in recognising abuse and neglect in learners with special educational needs and disabilities.

Support and Counselling

- To offer support and counselling to school personnel if they feel distressed from being involved with a traumatic child/adult protection case or incident.
- To provide guidance, support and training to all staff.

Ofsted Inspection

- To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:
 - a clear and effective safeguarding and child/adult protection policy;
 - a school environment that is safe and secure;
 - learners who:
 - feel safe and secure;
 - know how to make a complaint;
 - can name a trusted adult;
 - feel safe from bullying and discrimination;
 - know how to manage risk.
 - school personnel who:
 - are well trained and understand the indicators of all types of harm;
 - work as a team;
 - undertake annual refresher training;
 - know how to report concerns about learners and the conduct of other adults;
 - have identified learners who may be vulnerable;
 - are sufficiently trained in online safety;
 - are trained to use de-escalation strategies;
 - know that all physical intervention incidents must be recorded, reported, monitored and reviewed;
 - will seek the views of the learner after an incident of physical intervention;
 - are aware of the supervision arrangements of learners whose safety and welfare are at risk.
 - a system for reporting concerns immediately;
 - an effective school personnel code of conduct policy;
 - a system that deals with learners' absence from school;
 - local procedures that deals with learners missing from school;
 - regular discussions with learners to see if they feel safe and secure;
 - an improvement plan based on the results of learner: teacher discussions.

Equality

- To provide leadership and vision in respect of equality.

Monitoring

- To undertake periodic checks to ensure all safeguarding procedures are working effectively;
- To monitor the effectiveness of this policy.

Role of the Designated Safeguarding Lead (DSL)

The **Designated Safeguarding Lead** takes lead responsibility for safeguarding and child/adult protection and has the 'appropriate status and authority within the school to carry out the duties of the post.'

The Designated Safeguarding Lead will:

Ethos and Learning Environment

- Create and maintain a culture of vigilance.
- Create and provide a learning environment that is safe, secure, warm and welcoming for learners combined with sound security systems and procedures.
- Establish an environment where learners feel safe to talk and a culture where school personnel listen to learners.

Policy Awareness and Updates

- Ensure the implementation of this policy;
- Ensure everyone connected with the school is aware of this policy;
- Familiarise school personnel with the policy and procedures;
- Ensure school personnel read and aware of the following documents:
 - Keeping Children Safe in Education (2018) (Part One)
 - School Personnel Code of Conduct
 - Safeguarding and Child Protection Policy
 - Learner Behaviour and Discipline Policy
 - Children Missing Education Policy
- Ensure school personnel sign a declaration that they have read the above documents;
- Provide advice and support to staff on learner welfare and child/adult protection matters;
- Annually review the policy with the Directors;
- Keep up to date with all new guidance on safeguarding;
- Keep all school personnel up to date with any changes to procedures;
- Ensure new and part time staff have access to and understand this policy and procedures;

Working Relations

- Work closely with the Directors and deputy designated safeguarding leads.
- Liaise and seek advice from the Local Authority Designated Officer when the need arises.
- Take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so.

Safeguarding Training

- Be trained in child/adult protection policy procedures and will renew training every two years in order to:
 - understand the assessment process

- understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children and vulnerable adults with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals
- Receive appropriate annual updates.
 - Undertake Prevent awareness training.
 - Train school personnel in Prevent awareness.
 - Undertake training in how to deal with sexting.
 - Be trained in working with all agencies.
 - Organise appropriate training for school personnel.

Special Educational Needs

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be aware that children and vulnerable adults with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's disability without further exploration;
 - being more prone to peer group isolation than other children and vulnerable adults;
 - the potential for children and vulnerable adults with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- Provide extra pastoral support for children and vulnerable adults with SEN and disabilities;

Peer-on-Peer Abuse

- Deal with all incidents of peer-on-peer abuse by:
 - investigating the incident;
 - meeting with the appropriate school personnel;
 - meeting with the learners involved;
 - meeting with parents;
 - providing support for both victims and perpetrators;
 - making a record of all incidents;
 - ensure school personnel deal with safeguarding through activities and opportunities in lessons will equip the learners with the necessary skills and awareness to stay safe from abuse.

Sexting

- Deal with all incidents of sexting by:
 - meeting with the appropriate school personnel;
 - meeting with the learners involved;
 - informing the parents unless by doing so will put the learner(s) at risk;

- not viewing the imagery unless it is unavoidable;
 - contacting social care or the police if the learner is at risk of harm.
- Make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having.
 - Work with the Programme Manager to ensure sexting becomes an important topic for discussion with learners.

Female Genital Mutilation

- Raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- Ensure all school personnel are trained to recognise the symptoms of FGM;
- Ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;

Honour-based Violence

- Raise awareness of honour-based violence;
- Ensure all school personnel are trained to recognise the symptoms of honour-based violence;

Child and Adult Protection Procedures

- Take the lead in dealing with child/adult protection issues and in deciding what steps should be taken.
- Take into account the learner's wishes and feelings when determining what action to take and what services to provide.
- Keep a confidential Child Protection Register of all those learners known to be at risk and only if it is confirmed by social services that the child is at risk.
- Regularly review and monitor the list of vulnerable learners and especially those who received early help.
- Ensure all confidential child/adult protection information is stored securely in a central place.
- Inform parents that information is kept on their children.
- Ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm.
- Investigate and deal with all cases of suspected or actual problems associated with child/adult protection.

Case Conferences and Core Group Meetings

- Will attend:
 - all Child Protection Case Conferences with the appropriate member of staff;
 - all Core Group meetings once a child has been placed on the Child Protection Register;

Contextual Safeguarding

- Consider whether wider environmental factors are present in a learner's life that are a threat to their safety and/or welfare when undertaking social care assessments;

Referrals

- Refer cases of suspected abuse to the local authority children/adult's social care as required.
- Support staff who make referrals to local authority children/adult's social care.
- Ensure parents are aware that referrals about suspected abuse or neglect may be made.
- Take appropriate action if a learner's situation does not improve after a referral has been made by pressing for re-consideration;
- Record all child/adult protection referrals.
- Co-ordinate action within the school.
- Provide support for any learner at risk.
- Not promise confidentiality to any learner but always act in the interests of a learner.
- Refer cases where a person is dismissed or left due to risk/harm to a learner to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.

Record Keeping

- Ensure an up to date child/adult protection file is in place in order to make it easier to record and share information when required.
- Ensure all incidents are recorded, reported and kept confidential.
- Keep all paperwork up to date.
- Report back to the appropriate school personnel when necessary.
- Have in place a child/adult protection file that is sub-divided into the following sections:
 - Administration:
 - A personal record of each learner in the file:
 - Name
 - Date of birth
 - Home Address
 - Telephone numbers
 - Names of parents / carers
 - GP contact details
 - Outside agency involvement
 - ✓ Health
 - ✓ Ed. Psych.
 - ✓ EWO
 - ✓ Social worker etc
 - Chronology of events with the most recent at the top.
 - Internal Information
 - Attendance
 - School concern forms
 - Notes of school meetings
 - Notes of conversations with parents
 - External Information

- Record of phone calls
- Record of emails
- Referral forms etc
- Record of multi-agency meetings plus notes and all formal documents
- Record of the transfer of child protection files when a learner leaves to join another school by recording the following:

Date of Transfer	Child's Name	D.o.B	Means of Transfer			Destination	Records received by
			Electronically	Special/ Recorded Delivery	Direct Handover		

– Legal documentation

- Ensure all original safeguarding and child protection records are transferred 'to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt' (paragraph 79 'Keeping Children Safe in Education' (2018)).
- Ensure copies of all safeguarding and child/adult protection records are retained until the person's 26th birthday.

Security of Information

- Ensure all child/adult protection records are regarded as confidential and will be kept in a secure place.

Support

- Ensure that support mechanisms are in place for any learner that is at risk in order to build their self-esteem and confidence.
- Ensure school personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Fostering

- Inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements.

Radicalisation

- Raise awareness of the need to protect learners who might be vulnerable to radicalisation and involvement in terrorism.

Transition

- Ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;

Learners Transferring to another School

- Ensure the following procedures will take place if a learner, on the child protection register, transfers to another school:

- To contact the case social worker.
- To pass on to the Designated Safeguarding Lead at the receiving school child protection records only if that school is in the same local authority.
- To ensure that if a child is moving to another local authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

Availability

- Be available during term time to discuss any safeguarding concerns;
- Undertake his/her role by having in place a calendar of priorities

Role of the Local Authority

The local authority will:

- Be responsible for safeguarding and promoting the welfare of learners by working in partnership with schools and other organisations;
- Establish a Local Safeguarding Children Board;
- Appoint the chairperson to the Local Safeguarding Children Board;
- Appoint other members to the Local Safeguarding Children Board;
- Have in place a local authority designated officer;
- Ensure the Local Safeguarding Children Board is run effectively;
- Ensure schools undertake their responsibilities for the safeguarding of learners;
- Have excellent links with local organisations;
- Provide advice, information and guidance to families in the local authority.

Role of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- Ensure safeguarding procedures are correctly applied and implemented throughout the local authority;
- Provide advice, information and guidance to personnel in the local authority;
- Provide advice, information and guidance to families in the local authority;
- Be responsible for updating the local authority policy for safeguarding and child protection;
- Provide training and meet the training needs of schools and other organisations;
- Work closely with Social Services, the Police, Health professional and all other agencies;
- Be the key link to Social Services or the Police during and following formal investigations;
- Monitor the progress of cases to ensure that they follow the appropriate procedures;
- Keep up to date with all changes in legislation;
- Will be the local authority representative on the Local Safeguarding Children Board

Role of the School Personnel and Volunteers

Safeguarding and Child/Adult Protection

- Recognise that safeguarding and child/adult protection is their main responsibility and will always act in the best interests of the child learner;
- Read Part One of 'Keeping Children Safe in Education';
- Provide a safe school and classroom environment in which learners can learn, and ensure learners:
 - feel safe and protected;
 - feel safe to talk and where school personnel listen to learners;
 - know how to assess risk to themselves;
 - know how to keep themselves safe;
 - know how to raise a complaint or concern;
 - know and recognise a trusted adult that they can go to and raise their concerns;
 - feel supported and protected when they raise a concern;
 - are kept informed of any actions that have been taken when they have raised a complaint;
 - feel safe from discrimination and bullying;
 - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- Be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- Treat learners' welfare with utmost importance;
- Be aware of the background of the learners in their care;
- Be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;

Relevant Documents

- Read and be aware of the following documents:
 - Keeping Children Safe in Education (2018) (Part One);
 - School Personnel Code of Conduct
 - Safeguarding and Child Protection Policy
 - Learner Behaviour and Discipline Policy
 - Children Missing Education Policy

Referrals

- Remember to make a written record of all verbal conversations;
- Make a referral to social care or to the police if a learner is in immediate danger or at risk of harm and then record the verbal conversation in writing;
- Then inform the designated safeguarding lead that a referral has been made;
- Maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Identify concerns early, provide help for learners, and prevent concerns from escalating;
- Speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;

Contextual Safeguarding

- Provide as much background information as possible when assisting with a learner's social care assessment;

Reporting Concerns

- Undertake the following procedure if a learner makes a disclosure to them:
 - Listen to the learner
 - Remain calm
 - Offer reassurance
 - Do not ask the learner to remove or adjust clothing if bruises are observed
 - Do not ask leading questions
 - Let the learner speak freely
 - Accept what has been told them without challenge
 - Do not offer opinion or criticise or lay blame
 - Reassure the learner at the end of the disclosure telling them that they have done the right thing
 - Do not promise confidentiality but inform them that other people need to be told
 - Record accurately and factually what the learner has said in note form
 - Record observed injuries or bruises on a map of the body
 - Submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer

- Undertake the following procedure if they suspect a learner may be a victim of abuse:
 - Record accurately and factually what they have seen in note form;
 - Submit a completed critical incident sheet to the DSL;

- Be aware that the Designated Safeguarding Lead will then:
 - Further investigate and keep records of this investigation;
 - Decide whether to take this referral further or to monitor the situation;
 - Inform the person making the initial referral of his/her decision;
 - Prepare in readiness for a case conference/core group meeting the following information on the learner:
 - Attendance and punctuality data
 - Academic achievement
 - Learner's behaviour and attitude
 - Relationships and social skills
 - Appearance and presentation
 - Any known incidents in or outside school
 - School contact with parents/carers

- Be aware that the Designated Safeguarding Lead will follow the following procedure if a parent makes a disclosure to school:
 - Meet with the parent taking down all details.
 - Assure the parent that the school will take the matter seriously.
 - Will inform the parent that he/she will have to take advice from the Local Authority Designated Officer about the disclosure.
 - Will get back to the parent when a decision has been taken and how to proceed.

Recording Information

- Record in writing any concern or incident in the following way:

- Date
- Time
- Place
- Nature of the concern
- All facts
- Observed injuries and bruises
- Note the actual words of the learner
- Sign the notes and hand to the DSL

Training

- Attend regular awareness and update training on a wide range of safeguarding topics;
- Be trained in identifying signs of harm and abuse;
- Be aware of child sexual exploitation, radicalisation and extremism;
- Be aware of the effects of abuse and neglect;
- Undertake training on responding to a learner;
- Attend appropriate training sessions on equality;

Reporting

- Be aware of the online tool 'Reporting child abuse to your local council';
- Know how to report any suspected case of harm or abuse;
- Report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- Report to the Directors any concerns they may have about another member of staff;
- Report to the Senior Leadership Team any concerns they may have about poor or unsafe safeguarding practices and procedures or they may contact the NSPCC whistle blowing helpline;
- Report and deal with all incidents of discrimination;
- Report any concerns they have on any aspect of the school community;

Female Genital Mutilation

- be trained to recognise the signs of FGM such as:
 - Difficulty walking, standing or sitting.
 - Spending longer in the bathroom or toilet.
 - Appearing withdrawn, anxious or depressed.
 - Displaying unusual behaviour after an absence from school or college.
 - Being particularly reluctant to undergo normal medical examinations.
 - Asking for help but may not be explicit about the problem due to embarrassment or fear.
- Report to the police and to the Designated Safeguarding Lead when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out;
- Report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM;
- Be aware they face disciplinary procedures if they fail to comply with the mandatory duty;

Honour-based Violence

- Be trained to recognise the symptoms of honour-based violence;
- Report any concern about honour-based violence to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead;

Fostering

- Inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered.

Radicalisation

- Report any concerns that they have about learners who may be vulnerable to radicalisation.

Curriculum

- Provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being.

Disclosures

- Know what to do if a learner makes a disclosure.
- Ensure that no promise of confidentiality can be made to any learner, but always act in the interests of a learner.

Confidentiality

- Observe confidentiality at all times as the protection of the learner is paramount.
- Have a professional responsibility to share information with other professionals who are investigating a case.
- Ensure that when confiding information to a member of staff a learner is made aware that for their own sake this information cannot be kept secret.
- Reassure a learner that the information will only be shared with the designated teacher who will decide what will happen next.

Support and Counselling

- Receive support and counselling if they feel distressed from being involved with a case or incident.

Social Networking

- Be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to learners or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- Ensure that no contact can be made with learners or parents/carers via telephone, text message, email or on social networking sites outside school hours without permission from the SLT e.g. evening home visits.
- Ensure not to give personal details such as mobile and home telephone numbers, home or email address to any learner or parent/carer.

Meetings and Conferences

- Be prepared to attend a Strategy Meeting.

- Be prepared to attend a Child Protection Case Conference.

Conduct

- Ensure that they conduct themselves correctly at all times and do not put themselves at risk.

Safer Recruitment

- Be aware of the Safer Recruitment processes and checks.

Role of the First Day Contact Supervisor

The First Day Contact Supervisor is responsible for:

- Ensuring the safeguarding of learners by establishing the whereabouts of all absent learners by making contact with parents if the school has not been informed of their child's absence;
- Implementing this policy with the Directors;
- Ensuring the following procedure is carried out each day:
 - Collect registers once registration has been completed;
 - Monitor registers;
 - Listen to absence calls and text messages;
 - Read emails from parents;
 - Make a list of absence learners without no explanation;
 - Double check the list before calling parents/carers to establish the whereabouts of absent learners;
 - Contact learner and parents/carers if they have not reported the absence by 9.15 a.m;
 - If unable to make contact with learner/parents/carers then call everyone on the contact list;
 - Leave voicemail, text messages and social media messages in all cases;
 - Use school intelligence to establish any information about the unexplained absence;
 - If still no contact with the learner/parents/carers then repeat the calls;
 - Contact the key worker if a child is on the child protection register and no reason has been given for the child's absence;
 - Continue to contact the learner/parents/carers throughout the day until contact is made;
 - Inform the Directors and the Designated Safeguarding Lead of the situation.
 - Keep a log of all actions.
- Keeping an up to date list of at least three emergency contact phone numbers for different adults associated with each learner;
- Monitoring individual and class attendance on a daily basis;
- Keeping the Directors informed of attendance figures and trends;
- Organising meetings between the Directors and parents to discuss their child's poor attendance;
- Organising meetings between the Directors and parents to discuss their child's truancy;
- Compiling attendance data reports for the Directors;

- Ensuring registers are distributed to the teaching staff and are kept up to date.

Role of the Data Protection Officer

The Data Protection Officer will:

- Have expert knowledge of data protection law and practices;
- Inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- Ensure data management is strengthened and unified;
- Monitor compliance with the GDPR and other data protection laws;
- Manage internal data protection activities;
- Ensure risk and impact assessments are conducted in accordance with ICO guidance;
- Report data breaches within 72 hours;
- Ensure individuals have greater control over their personal data;
- Ensure that prior to the processing of an individual's data that:
 - the process is in line with ICO guidance;
 - the process is transparent;
 - the individual will be notified;
 - the notification is written in a form that is understandable to learners;
 - when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications.
- Share an individual's data where it is a legal requirement to provide such information;
- Process all written subject access requests from individuals within 40 days of receiving them;
- Have in place a formal contract or service level agreement with a chosen data processor who is GDPR compliant;
- Ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance;
- Train school personnel;
- Conduct audits.
- Be the first point of contact for supervisory authorities and for individuals whose data is processed;
- Keep up to date documentation of all data protection activities.
- Work closely with the Directors.
- Periodically report to the Directors.
- Annually report to the Directors on the success and development of this policy.

Role of the Programme Manager

The Curriculum Leader will:

- Ensure that the curriculum deals with safeguarding through activities and opportunities in lessons that will equip the learners with the necessary skills and awareness to stay safe from abuse;
- Ensure by monitoring that learners understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community;
- Provide strategic leadership and direction;

- Provide a curriculum that provides learners with the essential knowledge they need to be educated citizens in democratic Britain;
- Coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in learner's learning and teaching experiences and opportunities throughout the school;
- Provide an environment that is fun, stimulating and challenging to all learners;
- Promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- Equip learners with a range of skills and a desire for lifelong learning;
- Ensure appropriate coverage of the curriculum;
- Provide support and advice;
- Monitor learner progress;
- Ensure sufficient and up to date resources are in place.

Role of the E-Safety Coordinator

The coordinator will:

- Be responsible for the day to day e-Safety issues;
- Undertake an annual e-safety audit in order to establish compliance with local authority guidance;
- Ensure that all Internet users are kept up to date with new guidance and procedures;
- Have editorial responsibility of the school website and will ensure that content is accurate and appropriate;
- Ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable;
- Undertake risk assessments in order to reduce Internet misuse;
- Maintains a log of all e-Safety incidents;
- Reports all e-Safety incidents to the Directors;
- Ensure e-Safety is embedded in all aspects of the curriculum and other school activities;
- Regularly update the school website with e-safety information for parents;
- Develop a progressive internet safety curriculum for the whole school;
- Ensure all new school personnel are aware of and sign the Acceptable Use Agreement;
- Ensure all learners understand the Online Acceptable Use Agreement before signing;
- Ensure all parents are aware of and sign the Acceptable Use Agreement;
- Lead the development of this policy throughout the school;
- Work closely with the Directors;
- Make effective use of relevant research and information to improve this policy;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources;
- Review and monitor;
- Annually report to the Directors on the success and development of this policy.

Role of Learners

Learners must:

- Feel safe and protected;
- Know how to assess risk to themselves;
- Know how to keep themselves safe;
- Know how to raise a complaint or concern;
- Know and recognize a trusted adult that they can go to and raise their concerns;
- Feel supported and protected when they raise a concern;
- Be kept informed of any actions that have been taken when they have raised a complaint;
- Feel safe from discrimination and bullying;
- Be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

Role of the Youth Participation Group

Every year the YPG will ask the views of all learners by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are learners aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role and Partnerships with Parents

Parents are:

- Asked to work hard with the school to establish excellent home-school relationships;
- Aware that we have a responsibility for the welfare of all our learners;
- Aware that we have a duty to involve Social Services or any other agency if we have any concerns about a learner;
- Aware that under certain circumstances we will involve an agency without informing them if we think that by so doing, we will place the learner at even greater risk;
- Aware that they will be kept up to date with all our actions.

Annually we will ask parents if:

- They have any concerns about the safety of their child when in school;
- They feel enough time is given for learners to learn how to keep safe;
- They know who to talk to if they have any concerns;
- They feel their views are listened to and acted upon.

The Designated Safeguarding Lead:

- Will ensure that parents are aware of this policy;
- Will respect parents and learner's need for privacy;
- Will respect families from different backgrounds & cultures as long as it does not put the learner at risk;

- When making a referral will share all information with parents unless it places the learner at risk.

Role and Partnerships with Agencies

We work in close partnership with all school agencies as the safety and protection of learners is of paramount importance to everyone in this school.

Workplace Learning and Work Experience

Assessments are made to ensure that the learner's well-being is safeguarded by the work placement assessors. The school has arrangements in place to ensure that, prior to work related work commencing:

- Pre-placement Health and Safety checks of employers' premises and health and safety management arrangements are complete, including insurance details
- Employers are made aware of relevant school policies
- The requirements for DBS checks are assessed and the relevant processes undertaken where required

All work placement providers will be given the 'Employer Agreement' which covers safeguarding duties. Employers sign the Employer Agreement saying they have received the information and are aware of their duty under Safeguarding.

Training

Training organized by the Local Safeguarding Children Board will take place for school personnel:

- On induction to the school;
- Throughout the academic year.

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on induction which specifically covers:
 - All aspects of this policy
 - School Personnel Code of Conduct
 - Keeping Children Safe
 - Working Together to Safeguard Children
 - Female Genital Mutilation
 - Prevent Awareness
 - Safeguarding learners who are vulnerable to extremism
 - Child Sexual Exploitation
 - Radicalization and Extremism
 - Listening to Learners
 - The Safe Use of the Internet and Social Media
 - Equal opportunities
 - Inclusion

All school personnel must undertake appropriate annual renewal training in:

- Child/adult protection issues
- Recognising signs of abuse
- Handling disclosures

All school personnel must attend additional awareness training in the following:

- What to do if a learner is being abused
- Peer-on-Peer abuse
- Honor-based violence

Understanding and knowing how to overcome the additional safeguarding vulnerabilities of learners with SEN and disabilities

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The Learner Handbook/Prospectus
- School website;
- Staff Community drive;
- Meetings with parents such as introductory, transition, parent-teacher consultations;
- School events;
- Meetings with school personnel;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media

Equality Impact assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any learner and it helps to promote equality at this school

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Senior Leadership Team.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Directors for further discussion and endorsement.

Linked Policies

See Appendices Documents section on Policies for Schools Website