

Policy: Child Protection / Safeguarding Policy**Date: August 2020****Approved by: Director of Human Resources****Signature:**

Introduction

This policy applies to Gloucestershire College (the "College"). This policy is reviewed and updated annually (as a minimum) and is available on the College website and the intranet.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is 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.

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

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 5 of this policy for further detail of the types of abuse and possible signs of abuse.

Commitment to safeguarding

Gloucestershire College is committed to safeguarding its students and staff. All staff at Gloucestershire College have a duty to identify any students who may be experiencing or who are at risk of experiencing abuse or harm in College, at home, through online networks or in relationships and take appropriate action to ensure their safety. The College has a duty to consider at all times the best interest of the student and take action to enable all students to achieve the best outcomes. Staff do not assume safeguarding or promoting welfare is someone else's responsibility, and all staff are responsible for reporting concerns promptly to the Safeguarding Team.

Parents are encouraged to raise any concerns directly with the College, if necessary using this safeguarding policy for concerns about the safety and/or welfare of our students. Parents may also contact OFSTED directly if they wish.

The College has arrangements for listening to our students and providing early help. Details of these arrangements can be found in Appendix 1 of this policy.

Gloucestershire College aims to:

- Provide a safe and welcoming learning environment

- Ensure safe staff recruitment procedures built around Disclosure and Barring Service ("DBS") checks, through scrutiny of references and ongoing monitoring and review of practice
- Help staff and students alike to equip themselves with the information and awareness necessary to keep themselves safe
- Maintain and explicitly promote those procedures, which help to identify suspected cases of abuse, report and act upon them
- Provide appropriate support for students or staff if they are victims of abuse
- Contribute to effective partnership working between all those in the wider community involved in providing safeguarding services and the College itself
- Work with those partners to provide a co-ordinated offer of help when needed
- Pay particular attention to the most vulnerable students in college and offer early help

In doing this Gloucestershire College will provide and maintain a culture where safeguarding is thoroughly understood and embraced by all members of the College and applied with consistency. We ensure that all College resources in safeguarding serve those groups identified as being vulnerable. In addition, compliance with the Equality Act 2010 is expected by all members of the College, both staff and students, and we recognise that some students with particular protected characteristics may be at higher risk than others.

We publish the details of the College's Safeguarding Team and how they can be contacted on the College website.

1 Students and Studying

Because Safeguarding is of the utmost importance to us, students can expect the following from the College:

- A safe environment to study in
- Appropriate online safety policies, including filters and monitoring systems in place on College computers and online
- A visible, trained and informed Safeguarding Team
- Allegations taken seriously and responded to appropriately
- A rigorous approach to investigating Safeguarding concerns
- Timely referrals to Social Care if deemed appropriate and necessary
- Referrals and signposting to relevant external support agencies
- A secure and confidential recording system for disclosures
- Strong links with external support agencies
- Well trained and approachable staff
- Visible internal support links
- When on placement, organisations will be asked to put in place appropriate safeguards
- If undertaking an apprenticeship, the employer will understand their responsibilities for safeguarding
- Where third party providers are sub contracted in to deliver training, robust safeguarding procedures will be place
- Information regarding the College's safeguarding principles, practices and contact information (including a copy of this policy) is available on the public website
- Safeguarding information (including a copy of this policy) available on the student homepage
- Regular updates on key safeguarding themes
- To be taught about safeguarding, including online and the safe use of technology
- The opportunity to engage in safeguarding campaigns
- That students who have SEN will be identified as being more vulnerable and therefore receive additional pastoral support.
- That staff have the skills, knowledge and understanding necessary to keep safe students that are looked after by a local authority. David Kettleby is the designated member of staff who has responsibility for their welfare and progress.
-

We are confident that our students will have a safe and enjoyable learning experience.

So, ours is a college where, for example:

- Safeguarding is a number one priority
- Every member of staff is equipped to take a safeguarding disclosure
- Students are listened to and taken seriously when reporting concerns
- Ignoring a safeguarding concern is unthinkable
- All staff are aware of safeguarding reporting procedures
- Students are educated about how to report a concern
- Students have information available to them on a wealth of safeguarding topics
- If students leave the College we notify the Local Authority.

2 Staff and Working

Because Safeguarding is of the utmost importance to us, the College:

- Works in accordance with the Department for Education ("DfE") guidance Safeguarding Children and Safer Recruitment in Education
- Has a DSL, Carly Rosser-Mayo, who has responsibility for coordinating actions
- Has named Designated Safeguarding Officers ("DSOs") who are regularly and appropriately trained to work with our students following a disclosure
- Trains all staff to recognise signs of abuse
- Ensures staff know how to report concerns or suspicions of abuse
- Has procedures in place for handling suspected cases of abuse of students
- Ensures staff with designated responsibility for safeguarding receive regular and appropriate training
- The DSL/DDSL receives training in accordance with Annex B of Keeping Children Safe In Education ("KCSIE"), including updated child protection training at least every 2 years and their knowledge and skills are updated at least annually to keep up with any developments relevant to their role
- Trains all staff and volunteers on their first day and if this isn't possible then within the first month
- Trains all Managers on Safer Recruitment within their first 6 months of starting their managerial role and using the DBS / Teachers' Regulated Authority to check suitability of teachers (see Appendix 3)
- Shows all new starters where to find Safeguarding information on the intranet and College website
- Informs all new staff about the safeguarding campaigns, where they can find additional information on specific safeguarding topics
- Requires all staff to undertake an online safeguarding training module (which includes Prevent), every two years
- All staff are provided with regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard our students effectively. The College provides these via, for example, safeguarding campaigns and termly newsletters.

We know that well-informed and trained staff promote a safe and healthy environment for our students. We are better placed to support our students when we work together with the agreed outcome of keeping our students safe. Therefore, at induction we support staff in their awareness of safeguarding where all staff before or at induction will complete the on-line safeguarding module (including PREVENT) and be issued with KCSIE Part 1 and will confirm that they have read and understood it. College leaders and staff that work directly with children are also required to read Annex A and Part 5 of KCSIE, and copies of these parts are provided at induction.

All new staff are also directed to the safeguarding policy and details of the safeguarding team.

We know that because abuse does happen, and safeguarding concerns are raised we promote a culture where, for example:

- Abuse is not acceptable
- Disclosures of abuse are taken seriously
- Students feel confident to talk to any member of staff if they are not feeling safe

Ignoring a safeguarding concern would not be acceptable in any way.

So, ours is a college where, for example

- Staff are confident when dealing with a safeguarding concern
- Extra training is available should a member of staff feel they want it
- Staff ethos is to ensure the safety of our students
- Our staff know how to report a concern and the procedures to follow

3 Leadership and Managing

Ensuring the College is a safe and secure environment is the responsibility of the Governing Body. They will:

- Review the Safeguarding Policy at least annually (which includes Prevent)
- Ensure the College operates safe recruitment procedures
- Confirm the College has robust procedures in place for dealing with allegations
- Receive an annual report on Safeguarding practices and training from the College's Designated Safeguarding Lead ("DSL")
- Undertake regular safeguarding training

Carly Rosser-Mayo is the Designated Safeguarding Lead and Sandra Tyrrell is the Deputy Designated Safeguarding Lead. Their contact details can be found in the Key Contacts section at the end of this policy.

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated. That being said, the activities of the DSL can be delegated to appropriately trained deputies.

The DSL has an amendment to their job description outlining their responsibilities. The key responsibilities are:

- Lead and develop the implementation of safeguarding policy and procedure through the effective management of the safeguarding team.
- Ensure that the College is meeting statutory requirements and best practice by building strong relationships with external safeguarding stakeholders including PREVENT.
- Act as a point of contact with the three safeguarding partners;
- Liaise with the head teacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "Case Manager" (as per Part four) and the designated officer(s) at the local authority ("LADO") for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and

safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies

- Act as a source of support, advice and expertise for all staff.

4 Leadership from the Top

Mary James is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the College. Contact details can be found in the Key Contacts section at the end of this policy.

A review of the College's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. This is reviewed by the College's solicitors to ensure it is legally compliant, and signed off by the Board of Governors. The College draws on the expertise of staff, including the DSL(s), in shaping the College's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the College will work with the LADO to determine whether there are any improvements to be made to the College's procedures or practice to help prevent similar events in the future.

5 Local Community and Employer Engagement

The College works with a large number of employers on, for example, apprenticeship schemes and work experience.

Employers will be asked to cooperate with the College in putting in place and subscribing to appropriate safeguards but ultimate responsibility will still sit with the College.

The College ensures that when an apprentice is placed with an employer, the employer understands their responsibilities for safeguarding particularly if they are under 18.

Working with employers and external agencies allows us to provide a holistic approach to safeguarding our students whereby we can demonstrate:

- A commitment to safeguarding our students
- A guarantee regarding the well-being of our students
- Involvement with the local community and a commitment to keep our students safe whether on site, on placement or in the work place

When host families are recruited, they are required to complete a self-declaration and are vetted through the DBS. This is completed for all family members in the household over the age of 18.

The College liaises with Gloucestershire Safeguarding Children's Executive when disclosures / allegations are made that raise causes for concern. We work with a number of local external agencies and will signpost out to these agencies when appropriate and necessary. In addition to this, the College hosts termly Multi-Agency information sharing meetings with external agencies.

The College is proactive strategically within community groups where the DSL is a member for the Gloucester Safeguarding Children education committee and a member of the County Prevent Board.

6 Places and Spaces – Our Environment

Ensuring our staff and students are aware of who our Safeguarding Officers are and how to report a concern are of paramount importance to us.

Displaying accurate information regarding our Safeguarding Team, and how to contact them makes them visible and accessible to all – helping to create a safe environment.

Ways in which the Safeguarding Team is accessible and visible are:

- Safeguarding Officers are present on each site of the College
- Safeguarding Officers wear bright pink lanyards which distinguishes them from other staff
- Posters showing photographs of the Safeguarding Team and additional information are displayed in reception areas, in prominent spaces and in staffrooms throughout the College
- Designated boards for Safeguarding information can be found in central locations on all sites
- An email address specifically for safeguarding concerns is advertised throughout the College – safeguarding@gloscol.ac.uk
- A dedicated inbox for all safeguarding emails is staffed throughout each working day (09:00-17:00)
- Safeguarding information leaflets and lanyards are given to all visitors upon arrival at the College
- Safeguarding campaigns are displayed in noticeable areas of each site and link to our newsletters and campaigns

Ours is a College where, for example:

- A student can ask any member of staff for help regarding a safeguarding concern and feel confident in their response and approach in dealing with the situation

Not every student will be safe from abuse, due to factors beyond our control, but we will do our utmost to protect and educate both staff and students on safeguarding warning signs.

7 Our Safeguarding Procedures

Our duty is to provide a safe and welcoming learning environment, where students are respected and valued and are capable of making excellent progress in their learning. We aim to provide an environment where safeguarding is thoroughly understood and embraced by all members of the College and applied with a high degree of consistency.

We are committed to helping staff and students alike to equip themselves with the information and awareness necessary to keep themselves safe.

Safer Recruitment

We ensure safe staff recruitment procedures built around DBS checks, through scrutiny of references and ongoing monitoring and review practice. Members of the teaching and non-teaching staff at the College (including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches) are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the College may undertake an online update check through the DBS Update Service.

Full details of the College's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the College's Recruitment and Selection Policy.

Visiting Speakers

The College has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The College's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British values.

The College is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the College. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the College may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

The College's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriately supervised is set out in the College's Recruitment and Selection Policy.

Managing Allegations

The College is dedicated to maintaining and explicitly promoting its safeguarding procedures, which help to identify suspected cases of abuse, reporting and acting upon them. We will provide appropriate support to students or staff who have been the victim of abuse. Examples of types of abuse can be found in Appendix 5.

The College's procedures for dealing with concerns about a student can be found in Appendix 1.

The process for reporting and dealing with allegations against members of staff or volunteers can be found at Appendix 4.

In addition, we will contribute to effective partnership working between all those in the wider community involved in providing safeguarding services and the College itself.

8 Our College Values

Ambition

We want to be the very best we can become for our students – we measure our success by their success. We value what we do because it matters. We believe that every student can achieve regardless of their ability and aptitude.

Responsibility

Our success is built on each of us taking personal responsibility for our own actions and work and committing to doing our best every time.

Improvement

We are committed to continuously improving everything we do for the benefit of our students. We actively invite feedback from our customers, regularly review completed tasks to identify opportunities to improve, are receptive to new ideas and learn from our failures as well as our successes.

Team work

We work collaboratively utilising the different knowledge, skills and experiences we each have; we openly communicate and resolve issues through helping not blaming each other.

Communication

Everyone is informed, listened to and involved; we take collective responsibility for achieving our vision; we make our expectations clear.

Respect

We believe that trust, respect and civility bring out the best in people. We celebrate our differences and treat each other and our students in ways that promote mutual respect. We respect and value the contribution that we each make.

9 The Legal Context

Gloucestershire College acts in accordance with the following legislation and guidance:

- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2018 ("WT")
- CONTEST Counter Terrorism Strategy 2018
- Safeguarding Vulnerable Groups Act 2006
- Safeguarding Vulnerable Adults Act 2006
- The Children's Act 1989 and 2004
- Sex Offences Act 2003
- Counter Terrorism and Security Act 2015
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and child care providers (June 2015)
 - The use of social media for on-line radicalisation (July 2015)
- Gloucestershire Children's Safeguarding Executive
- Disclosure and Barring Service 2014
- Equality Act 2010
- Children and Families Act 2014
- Procedures for Gloucestershire Children's Safeguarding Executive
- Child Sexual Exploitation – Definition and Guide for Practitioners – 2017
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018)
- Disqualification under the Childcare Act 2006 (August 2018)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Sexting in schools and colleges: Responding to incidents and safeguarding young people (August 2016)

This policy also takes into account the procedures and practice of Gloucestershire County Council as part of the inter-agency safeguarding procedures set up by the Gloucestershire Safeguarding Children Executive.

In accordance with the DFE guidance Safeguarding Children and Safer Recruitment in Education, the College complies with the following responsibilities:

- Staff are trained to recognise the signs of abuse and know to whom they should report concerns or suspicions
- Procedures are in place (which staff are aware of) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected abuse
- A DSL has responsibility for coordinating action in the College and for liaising with other agencies
- Staff with designated responsibility for safeguarding receive appropriate training.

RELATED POLICIES

	Version	Policy Ref. No.
Health & Safety Policy		POL-07
Recruitment and Selection Policy		POL-14

Appendix 1

Procedures for dealing with concerns about a child or young person

If staff suspect or hear an allegation or complaint of abuse or neglect from a student or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children and young people safe.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children and young people. If in doubt about what information can and should be shared, staff should speak to the DSL.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the student) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

Where there is a safeguarding concern, the College will ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The College manages this by providing a Student Mentor who will meet with the students on a regular basis and raise any concerns with the Safeguarding team and through the safeguarding inbox. The College also operates a feedback mechanism called Talk Back and regularly holds Student Forums where issues can be raised and discussed. The College operates its processes with the best interests of its student at their heart.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the College and can occur between students outside College. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The College will as part of the wider assessment of students, consider whether environmental factors are present in a student's life that are a threat to their safety and/or welfare. The College will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help

Any child or young person may benefit from early help but all staff should be particularly alert to the potential need for early help for a child or young person 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 in to 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 student, 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 or young person.

Early help means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with a Student Officer from the safeguarding team. The Student Officer will consider the appropriate action to take in accordance with the Gloucestershire Safeguarding Children Executive referral threshold document. The Student Officer will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

What staff should do if they have concerns about a child or young person

If staff (including governors, agency staff and volunteers) have any concerns about a student (as opposed to a student being in immediate danger), they should, where possible, speak with a member of the safeguarding to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the safeguarding team make a referral, they should inform the DSL as soon as possible that a referral has been made. If a student's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child or young person is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a student is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The College's Local Safeguarding Children Executive is Gloucestershire. A full copy of their local procedures can be found [here](#).

What staff should do if a child or young person is seen as at risk of radicalisation

Staff should follow the College's normal referral processes when there are concerns about children or young people who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have

concerns that there is an immediate/significant risk of a child or young person being drawn into terrorism they must call 999 and submit a referral to the MASH. Advice and support can also be sought from children's social care.

The College, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Principal, DSL and Governor responsible for safeguarding to ensure the College's safeguarding arrangements are sufficiently robust to help prevent and protect children and young people from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ("FGM")

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 5 of this policy for the procedure to be followed where they suspect that a student may be at risk of FGM.

What staff should do if they have concerns that children or young people are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children or young people are at risk from, or are involved with serious violent crime. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child or young person (as opposed to being in immediate danger), they should, where possible, speak with a member of the safeguarding team to agree a course of action, although staff can make a direct referral to children's social care.

What staff should do if a child or young person goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The College's procedures for unauthorised absence and for dealing with children or young people who go missing from education can be found on the Colleges intranet. Further detail can also be found at Appendix 5 of this policy.

Where reasonably possible, the College will hold more than one emergency contact number for each student to provide the College with additional options to make contact with a responsible adult particularly when a student missing from education is also identified as a welfare and/or safeguarding concern.

The College will report to Gloucestershire County Council a student who fails to attend college regularly or has been absent from college without the College's permission for a continuous period of 4 weeks or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member (including volunteers and agency staff), then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Principal, staff are referred to the procedures set out in Appendix 4 regarding managing allegations of abuse against staff (including volunteers and agency staff) and refer the matter directly to the LADO at the Gloucestershire County Council. The contact details for the LADO can be found on the Key Contacts page at the start of this policy.

What staff should do if they have concerns about safeguarding practices in the College

The College aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the College's safeguarding systems, these should be raised in accordance with the College's whistleblowing procedures which can be found on the College's intranet. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the College or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys". The College recognises that a student is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the student is likely to feel that the member of staff is in a position of trust.

The College recognises that children or young people with special educational needs and disabilities can be more prone to peer on peer group isolation than other children or young people and will consider extra pastoral support for those students. A member of the safeguarding team specialises in pastoral support this group of students.

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the College's Anti-Bullying and Behaviour policies.

A student against whom an allegation of abuse has been made may be suspended from the College during the investigation. The College will take advice from the Gloucestershire Safeguarding Children Executive on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all student involved including the alleged victim and perpetrator. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the College will ensure that, subject to the advice of the Gloucestershire Safeguarding Children Executive, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the College and advice will be sought as necessary from Gloucestershire Safeguarding Children Executive and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the student and appropriate specialist support offered.

The College will respond to incidents of sexting in line with the procedure as set out in the "Sexting in schools and colleges: Responding to incidents and safeguarding young people" guidance produced by the UK Council for Internet Safety, available [here](#).

In the event of disclosures about student-on-student abuse (including sexting), all students involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Deputy DSL and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

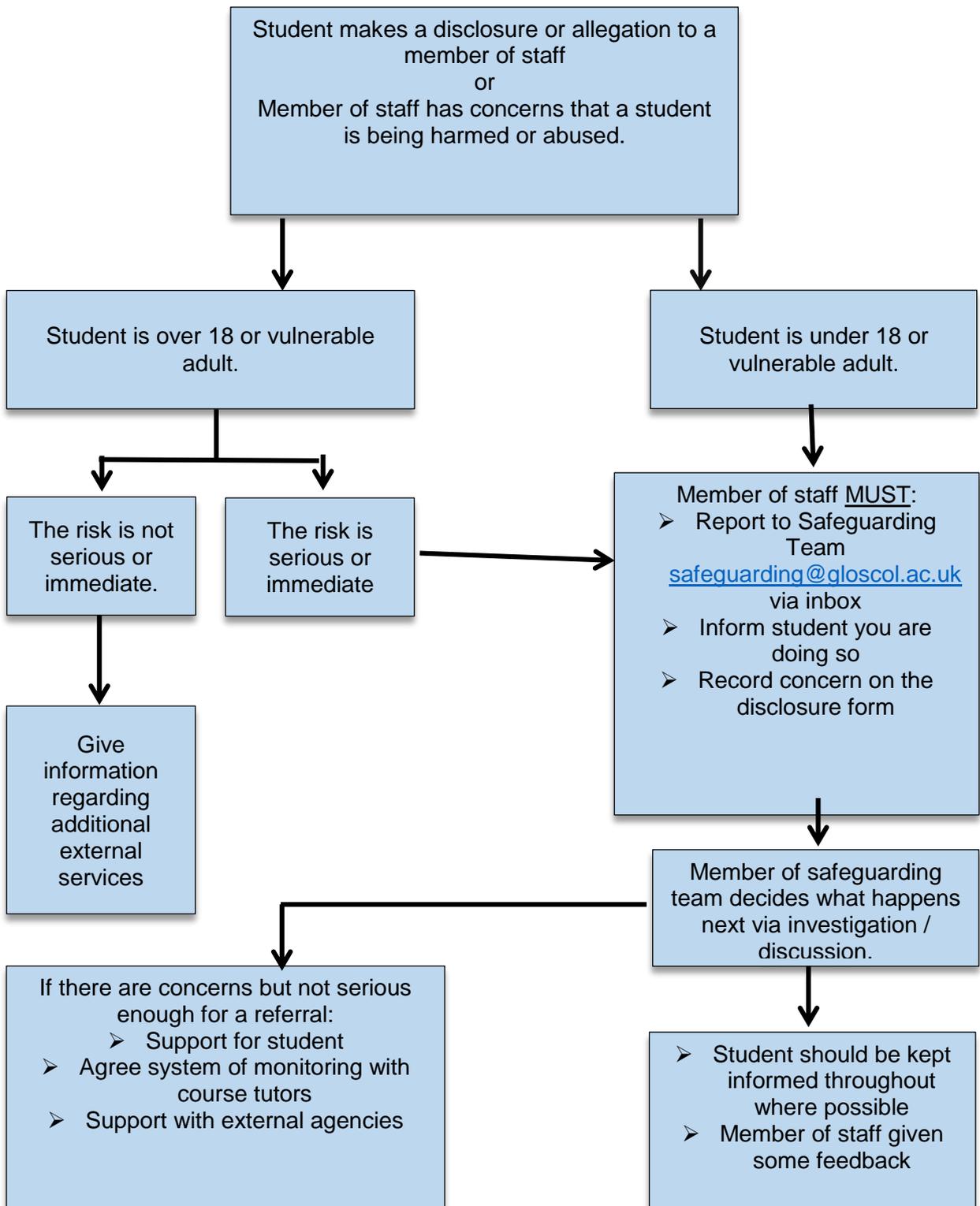
- the victim;
- the alleged perpetrator; and
- the other students (and, if appropriate, staff) at the College.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing College premises and College transport.

Safeguarding

Flowchart for Staff and Volunteers

What to do if you are concerned that a student is at risk



Keeping Children Safe in Education

[Further Information available at this link here](#)

The document can also be found in the Policies SharePoint site on O365
- click on the "Governance" tile.

This link provides all staff with section 1 and annex A of Keeping Children Safe in Education 2019 and must be read and understood by all staff. Training and support are available to staff on any element in this document

Safeguarding for Students Under 16

Safeguarding Information for International Summer School

This is an addendum to Gloucestershire College's Safeguarding Policy with particular reference to our summer school provision and host families.

1. Introduction

As well as following all relevant legislation Gloucestershire College abides by the guidelines outlined by The British Council/Accreditation UK. The College was inspected in October 2016 and rated GOOD in all areas with safeguarding effective.

There is additional supporting information that outlines in more detail the specific ways in which Gloucestershire College protects students, these are:

- An English UK/Gloucestershire College Information Booklet for Homestay Providers.
- The College Safeguarding Policy
- The College's Safeguarding website

2. Guidelines for Host Families

Host families are recruited to provide as safe and supportive environment for young people during their stay. They need to be aware of the ways in which they must protect themselves from allegations of abuse by children, as well as ensuring that all children in their care feel as safe as possible within their home. It is important for host families to consider the following:

- Host families must not enter the child's bedroom, unless they are granted permission to do so by the child and only when the child is dressed and not in bed. The host should not then close the door behind them, but ensure the door remains as wide open as possible. If the child wishes to discuss issues confidentially, another more open space should be found.
- Equally, children must not be invited into the host bedroom. Hosts may also wish to adopt a similar rule whereby children they are hosting are not permitted to enter the bedrooms of their own children and vice versa.
- Host families include children they are hosting in everyday life, as much as is possible, however, it is important they are aware of the need to not put themselves in potentially vulnerable situations, either inside the home or elsewhere.
- It is important to be aware of intimate contact, especially in the form of greetings, as culturally this may be very different from ours. Some children may not feel comfortable with hugs, therefore hugs and physical contact should only be instigated by the children being hosted and only when the host is comfortable with this. Any other form of physical contact should be avoided at all times.

3. Keeping Children Safe on Site

The College has open access however students are identified by the wearing of a lanyard which must be worn at all times. College staff and/or the International Group leaders accompany students during mealtimes to ensure safety. All computer equipment on site and internet access within the College is controlled (as far as possible) by using web filters that prevent children from accessing unsavoury content and ensuring compliance with the College Acceptable Usage policy.

4. Keeping Children Safe off Site

When children are off site on activities or visits we abide by the regulation of staff to student ratio of 11:1. Full risk assessments are completed and our reception staff have a copy of the offsite event along with emergency contact numbers of the children and the group leader's mobile numbers.

5. Safer Recruitment, Support and Referral

The College is committed to safer recruitment and as such trains managers who will sit on interview panels to recruit staff to take all reasonable measures to prevent unsuitable people working with children. Full details of the College's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the College's Recruitment and Selection Policy.

All staff at the College undertake, every two years, an on-line safeguarding training module (which includes Prevent), in order to give them the knowledge and confidence to identify children who may be at risk of a range of safeguarding issues including extremism.

All host families complete a self-declaration and all host families and volunteers are vetted through the DBS. This is completed for all family members in the household over the age of 18.

The College has a referrals inbox for any safeguarding concerns which is staffed 9am to 5pm through an email route safeguarding@gloscol.ac.uk

Reporting and dealing with allegations against members of staff or volunteers

It is essential that any allegation of abuse made against a member of staff or volunteer is dealt with fairly, as quickly as possible and consistently, in a way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation.

In rare instances staff within education institutions have been found responsible for abuse. Because of their frequent contact with children and young people, staff may have false/malicious allegations of abuse made against them. The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

The Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

The College procedures comply with Department of Education statutory guidance contained within *Working Together to Safeguard Children* (DFE) 2018, KCSIE 2019 and the Gloucestershire Safeguarding Children Executive procedure for Allegations against Staff, Carers or Volunteers and applies to a wide range of allegations that might indicate that a person is unsuitable to continue to work with children or vulnerable adults in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a person who works with children (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved toward a child or children in a way that indicates s/he may pose a risk of harm if they were to work regularly or closely with children.

The Human Resource Managers and the DSL have operational responsibility for the management of allegations. They are responsible for liaising with the LADO or, where the student may be a Vulnerable Adult, the Gloucestershire Adult Protection Co-ordinator.

A member of staff who receives an allegation from a student about another member of staff should contact the DSL. The same applies if a member of staff witnesses behaviour that they consider to be abusive by another member of staff. They must immediately inform the DSL, Carly Rosser Mayo.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

Enquiries and Investigations

Child or adult protection enquiries by Social Care or the police are not to be confused with internal disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The Child and Adult Protection agencies, including the Police, have no power to direct the College to act in a particular way in respect of the management of staff. However, the College is obliged to assist the agencies with their enquiries.

The College will hold in abeyance its internal enquiries while the formal Police or Social Care investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall adhere to the existing staff disciplinary procedures. In borderline cases, the College may discuss the matter informally with the LADO on a no-names basis before commencing any investigation.

If there is an investigation by an external agency, for example the Police, the Case Manager (i.e. the Principal) should normally be involved in, and contribute to, the inter-agency strategy discussions which are facilitated by the Local Authority Designated Lead/APC.

The Case Manager is responsible for ensuring that the College gives every assistance with the agency's enquiries. S/he will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made, and of the child or young person making the allegation.

Reporting procedure

All allegations which appear to meet the above reporting criteria are to be reported straight away to the DSL. If an allegation is reported to the DSL, the DSL will contact the Case Manager immediately. The DSL will provide the Case Manager with written details of the allegation that include information about times, dates, location, and names of potential witnesses. The written details will be signed and dated by the member of staff who received the allegation, and countersigned by the DSL.

Where the DSL is absent or is the subject of the allegation or concern, reports should be made directly to the Case Manager. The DSL must not be informed of the allegation prior to contact with the Case Manager.

Equally, where the Case Manager is the subject of the allegation or concern, reports should be made directly to the Senior Nominated Person (i.e. Mary James) who will liaise with the LADO. In these circumstances, the Case Manager should not be informed of the allegation prior to contact with the Senior Nominated Person. However, staff may consider discussing any concerns with the DSL and make any referral via them.

The Case Manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the Case Manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the Case Manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the College's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

The Case Manager will ensure that the individual who is the subject of the allegation is informed as soon as is appropriate and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. The Case Manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

The Case Manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

Suspension of Staff

Suspension will not be automatic. Suspension may be considered at any stage of the investigation, and the Case Manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. It is a neutral not a disciplinary act and shall be on full pay. The suspension procedure as detailed in the disciplinary policy will be observed, and the Case Manager will give due weight to the views of the LADO, WT and KCSIE when making a decision about suspension.

Where the individual is suspended, the Case Manager will ensure they know who their point of contact is in the College and shall provide them with their contact details.

The student or students making the allegation and/or their parents/carers will be informed of the outcome of the investigation and proceedings. This will occur prior to the return to College of the member of staff (if suspended).

Outcomes

The following definitions should be used when determining the outcome of allegation investigations.

- **Substantiated:** there is a sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Case Manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the College ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the DBS any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

Records

Records retained in a secure place, together with a written record of the outcome.

The LADO/APC will be informed of the progress and outcomes of management investigations and disciplinary processes.

If a potential outcome of an allegation and subsequent investigation is referral to a regulatory body (e.g. the General Teaching Council) and/or referral to the ISA this will be discussed with the LADO/APC.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned. The College has an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

Monitoring Effectiveness

Where an allegation has been made against a member of staff or volunteer the nominated Governor, DSL and Case Manager will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the Gloucestershire Children's Safeguarding Executive. Consideration will also be given to the training needs of staff.

Signs and types of abuse

All College staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Guidance leaflets regarding some common safeguarding concerns can be found on the safeguarding section of the College website (<http://www.gloscol.ac.uk/student-and-parent-guide/safeguarding/>).

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 or young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or young person.

Emotional abuse: the persistent emotional maltreatment of a child or young person such as to cause severe and adverse effects on the child or young person's emotional development. It may involve conveying to a child or young person 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 or young person 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 or young people. These may include interactions that are beyond a child or young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child or young person 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 or young people frequently to feel frightened or in danger, or the exploitation or corruption of children or young people. Some level of emotional abuse is involved in all types of maltreatment of a child or young person, 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 or young person 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 or young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children or young people to behave in sexually inappropriate ways, or grooming a child or young person 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 or young people. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children or young people of any sex. They can also occur through a group of children or young people sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child or young person's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Upskirting: is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Neglect: the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child or young person is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child or young person 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 or young person's basic emotional needs.

Serious violence: indicators which may signal that children or young people are at risk from, or are involved with serious violent crime include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children or young people have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children or young people in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss college or education or do not take part in education.

Child criminal exploitation (county lines): Criminal exploitation of children and young people is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

So called 'honour based' violence: encompasses 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.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A student may have difficulty walking, sitting or standing and may even look uncomfortable.
- A student may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from College and/or noticeable behaviour changes (e.g. withdrawal or depression) on the student's return.
- A student is reluctant to undergo medical examination.

If staff have a concern that a student may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18, teachers should follow the College's local safeguarding procedures.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children and young people from forced marriage. There are a range of potential indicators that a child or young person may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. College staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in student's behaviour,

which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special educational needs and/or disabilities: Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration;
- the potential for children and young people 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.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): Students who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as those who identify as LGBT.

Domestic abuse: Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children and young people. The College should be mindful that children and young people can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child or young person's welfare. The College should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a student may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child or young person has been harmed or is at risk of harm, in accordance with this policy.

Children who go missing from education: A child going missing from College is a potential indicator of abuse or neglect. Staff must follow the College's procedures for dealing with children who go missing, particularly on repeat occasions. The College's procedure for dealing with children who go missing can be found on Sharepoint. All unexplained absences will be followed up in accordance with the Attendance Procedure. The College shall inform the local authority of any student who is going to be added to or deleted from the College's admission register at non-standard transition points in accordance with the requirements of the Education (Student Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

College attendance registers are carefully monitored to identify any trends. The College will inform the local authority (and the local authority where the child is normally resident) of any student who fails to attend College regularly, or has been absent without the College's permission for a continuous period of 4 weeks or more, at such intervals as are agreed between the College and the local authority.

Action should be taken in accordance with this policy if any absence of a student from the College gives rise to a concern about their welfare.

Children and the court system: Children and young people are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children aged 5-11 years old and young people aged 12-17 years old available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children and young people. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The College may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Rights of the Young Person

Children have said that they need:

VIGILANCE: to have adults notice when things are troubling them.

UNDERSTANDING AND ACTION: to understand what is happening; to be heard and understood; and to have that understanding acted upon.

STABILITY: to be able to develop an ongoing stable relationship of trust with those helping them.

RESPECT: to be treated with the expectation that they are competent rather than not.

INFORMATION AND ENGAGEMENT: to be informed about and involved in procedures, decisions, concerns and plans.

EXPLANATION: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.

SUPPORT: to be provided with support in their own right as well as a member of their family.

ADVOCACY: to be provided with advocacy to assist them in putting forward their views.

PROTECTION: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

Useful Contacts

Local Area Designated Officer – Nigel Hatton 01452 426994

Gloucestershire College Safeguarding Team – safeguarding@gloscol.ac.uk

Gloucestershire College website: <http://www.gloscol.ac.uk/student-and-parent-guide/safeguarding/>

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	Nigel Hatton TEL: 01452 426994 / 425017 / 07783691575 EMAIL: Nigel.Hatten@gloucestershire.gov.uk
Gloucestershire Children's Social Services	TEL: 01452 426565 EMAIL: childrenshelpdesk@gloucestershire.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 01452 614194
Gloucestershire Safeguarding Children Executive	TEL: 01452 426565 EMAIL: gscb@gloucestershire.gov.uk
Support and Advice about Extremism	Police HOTLINE NUMBER: 0800 789321 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 Local Authority Eugene Okane EMAIL: Eugene.okane@gloucestershire.gov.uk Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

KEY COLLEGE CONTACT DETAILS

<p>Governors</p>	<p>Chair of Governors Patricia Burton TEL: 01242 532097 EMAIL: justine.cosson@gloscol.ac.uk</p> <p>Nominated Safeguarding Governor Mary James TEL: 01242 532097 EMAIL: justine.cosson@gloscol.ac.uk</p>
<p>Designated Safeguarding Lead and Deputy Designated Safeguarding Lead</p>	<p>Main DSL for the College Carly Rosser-Mayo TEL: 01452 563231 EMAIL: carly.rosser-mayo@gloscol.ac.uk</p> <p>Deputy DSL Sandra Tyrrell TEL: 01452 563492 EMAIL: Sandra.tyrrell@gloscol.ac.uk</p>
<p>Designated Teacher for Looked After Children</p>	<p>David Kettlety TEL: 01452 563492 EMAIL: david.kettlety@gloscol.ac.uk</p>
<p>Principal</p>	<p>Matthew Burgess TEL: 01452 563451 EMAIL: gemma.burgess@gloscol.ac.uk</p>