SAFEGUARDING AND CHILD PROTECTION POLICY

Role Responsible:	Vice Principal/Designated Safeguarding Lead (DSL)
Author:	DSL and Safeguarding and Wellbeing Lead (Deputy DSL)
Approved by:	**From 1 October 2020:** policy (i.e. the introduction & sections 1-3) approved by the Corporation; detailed definitions and procedures (i.e. section 4 onwards) approved by the College's Senior Leadership Team (SLT)
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This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.	
Changes made from previous version:	• Updated definition of Safeguarding from Working Together 2023. • Changed Tutorial to Personal Development • Added point on AI and filters and Microsoft safeguards. • Changes to the mental health support section to bring it up to date. • New words on 11.3 Confidentiality.
Version:	1.8

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1.   Purpose

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility and is defined in Working together to safeguard children as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise their family network4 through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child Protection is part of safeguarding and refers to the activity that is undertaken to protect children who are suffering or likely to suffer significant harm. Child: The Children's Act defines anyone under the age of 18 as a child. Here at Wyke students between the ages of 16-19, will come under the scope of this policy and its attendant operating procedure. Appropriate considerations will be taken when supporting those students over the age of 18.

1.1   The purpose of this policy is to protect young people and adults who use Wyke Sixth Form College's services. This policy will provide students, parents, staff and volunteers with the overarching principles that guide our approach to child protection and safeguarding. This policy applies to anyone working on behalf of Wyke College, including senior leaders and the Corporation, paid staff, volunteers, temporary staff, agency staff and students.

1.2   Wyke Sixth Form College recognises that it has a statutory obligation in accordance with the guidance outlined in (KCSIE) Keeping Children Safe in Education (which is reviewed and updated on an annual basis) to ensure that students who attend the College are safeguarded as defined by The Children's Act, the Safeguarding Vulnerable Groups Act, the Counter Terrorism and security Act (includes the Prevent Duty) and the Equality Act. In achieving this Wyke College will seek to provide a safe learning environment and, where incidents or suspicions of a safeguarding nature are reported, operate procedures to ensure these are dealt with fairly, sensitively, respectfully and quickly. The acts complement Wyke College's responsibility in student welfare, equality and diversity and the safety of students and staff. A single point of contact is established with regard to safeguarding and Prevent via the Designated Safeguarding

Lead (DSL) and in their absence the Safeguarding and Mental Health Lead or a deputy DSL.

1.3   At Wyke we believe that all of our students should be able to study in an environment that is safe, supportive and conducive to learning. Our students should never experience abuse of any kind, we have a responsibility to promote the welfare of all students, to keep them safe and to practice in a way that protects them.

1.4   At Wyke we recognise that the welfare of the student is paramount and all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse. Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and working in partnership with students, their parents, carers and other agencies is essential in promoting student welfare.

1.5   We seek to keep our students safe by:

- Valuing, listening to and respecting them.
- Having a Safeguarding Lead, a Designated Safeguarding Lead (DSL) and a number of deputies, and a Corporation safeguarding member.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Developing and implementing an effective online safety policy.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Recording and storing information professionally and securely.
- Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

2.   Roles and Responsibilities

2.1   Wyke College Safeguarding Team:

- DSL: Vice Principal, Chris Herring (chris.herring@wyke.ac.uk).
- Safeguarding and Mental Health Lead: Danielle McKeown (Danielle.mckeown@wyke.ac.uk).
- Deputy DSL: Pastoral Director, Andrea Mason (andrea.mason@wyke.ac.uk).
- Deputy DSL: Pastoral Director, Katy Thomas (katy.thomas@wyke.ac.uk).
- Naomi Robinson, Safeguarding Officer and Deputy Safeguarding Lead
- Alice Mulvana, Safeguarding Officer and Deputy Safeguarding Lead
- Heleema Parker, Safeguarding Officer and Deputy Safeguarding Lead
- Katy Burgess, Pastoral Lead and Deputy Safeguarding Lead
- Molly Routh, Pastoral Lead and Deputy Safeguarding Lead
- Sheila Allan, Pastoral Lead and Deputy Safeguarding lead
- Claire Grasby, Pastoral Lead and Deputy Safeguarding lead

- Corporation Lead: Safeguarding, Nicola King
- CLA Co-ordinator – Francesca Cosway Head of Additional Learning Support (francesca.cosway@wyke.ac.uk)

2.2   The Corporation has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the College complies with them. The Corporation should also ensure that the policy is made available to parents and carers by publishing this on the College website or in writing if requested.

The Corporation will ensure that the College contributes to multi-agency working with the new safeguarding partner arrangements in line with statutory guidance Working Together to Safeguard Children and that the College's safeguarding arrangements are fit for purpose. It is the responsibility of the Corporation to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our College and that the College has procedures for appropriately managing allegations of abuse made against members of staff (including the Principal and volunteers) in line with the statutory guidance set out in Keeping Children Safe in Education (KCSIE).

The Corporation will ensure that there is a named Corporation Lead for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training.

A nominated member of the Corporation will be responsible for liaising with appropriate partner agencies in the event of suspected or alleged incidents of child abuse from the Principal or other senior post holders.

Corporation will undertake an annual review of its Safeguarding Children policies and procedures. Corporation will also undertake an annual review of how it is fulfilling its duty to safeguard and promote the welfare of children under section 175 of the Education Act 2002.

All new members of the Corporation, other than student members and staff members who have been DBS checked as a requirement of their employment, must agree to Enhanced DBS Checks. Corporation members will receive training to enable them to discharge their responsibilities for child protection and Prevent effectively. This training will take the form of the Safeguarding Young People Level 2.

An annual safeguarding report will be presented to the Corporation in order to make an assessment of and, if necessary, take action on, any implications arising out of the report. Staff should be aware that College policies provide a channel for individuals to raise genuine or legitimate concerns about any issues linked to child protection. Any deficiencies or weaknesses in child protection arrangements that are brought to Corporation's attention will be remedied without delay.

2.3   The Principal and Senior Leadership Team will ensure that the policies and procedures adopted by the Corporation are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

2.4   The Vice Principal as Designated Safeguarding Lead (DSL) will ensure commitment to this policy and effective, speedy, confidential and sensitive operation of the attendant procedure.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSIE) and the DSL will fulfil those responsibilities and carry out those activities whenever necessary. The DSL will be from the College's SLT and have the appropriate status and authority to carry out the duties of the post. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

Deputy Designated Safeguarding Leads will deputise for the DSL when they are unavailable. The role should be explicit in their job description and any deputies will be trained to the same standard as the lead DSL.

The Safeguarding Lead, with support from the DSL and deputy DSLs will be expected to:

- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

- Be available during College hours for staff to discuss any safeguarding concerns.
- Lead on liaising with other agencies and setting up inter-agency assessment where early help is appropriate.
- Liaise as necessary with the Local Authority Personal Adviser appointed to support any care leavers attending the school regarding any issues of concern affecting them.
- Undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.
- The Safeguarding officer will be trained to the same standard as the lead DSL.

2.5   All staff have a responsibility to provide a safe environment in which students can learn; all staff will be expected to:

- Read and ensure they understand Part One of Keeping Children Safe in Education.
- Familiarise themselves with the systems within College which support safeguarding, including the safeguarding and child protection policy, the code of conduct, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).
- To be aware of the different types of abuse and neglect so that staff are able to identify cases of students who may be in need of help or protection.
- To know what to do if a child tells them he/she is being abused or neglected.
- To know of the process for making referrals to appropriate agencies in the absence of their DSL.
- Be aware of and understand the Early Help procedure and their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.
- Act immediately on any concerns they have about a student's welfare.

3.   **Equality Statement**

This policy applies to all college staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

4.   **Abuse**

4.1   Abuse: According to the Children's Act abuse is defined as one or more of the following;

1. Neglect
2. Physical abuse or injury (including bullying)
3. Sexual abuse
4. Emotional abuse (including bullying)

4.2   If a member of staff either suspects abuse to a student, or has had abuse disclosed to them by a student, then the member of staff must take the complaint, allegation or suspicion seriously, seeking guidance as soon as possible from the Designated Safeguarding Lead. If in any way concerned, staff should refer to Department of Health Guidelines "What to do if you are worried a child is being abused."

4.3   Promises of confidentiality should NOT be given to any person disclosing information as the matter may develop in such a way that these cannot be honoured.

A written record of the nature of the allegation or suspicion must be completed in the presence of the complainant or as soon as possible after the allegation is made. Preferably on the same working day. College records of allegations should be kept for at least 6 years from the student's 18th birthday. This period should apply whether or not any action is taken in respect of the allegation. This record must be entered in the CPOMs system where it will be securely stored.

Disclosure - If an allegation of abuse is disclosed to you, you should observe the following guidelines:

•   Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
•   Stay calm.
•   Reassure them that they are doing the right thing in informing someone.
•   Take him/her/them seriously.
•   Questions should be kept to a minimum, and leading questions should be avoided. The use of leading questions can cause problems for any subsequent investigation and any court proceedings.
•   It is important that you remain impartial. You need to find a way of separating your issues and feelings on the matter from those of the student.
•   If they do not wish to disclose and you feel uncomfortable listening, you can refer them/take them to the Designated Safeguarding Lead or deputies.
•   Refrain from making comments or judgements.
•   The student may prefer to approach other sources of support with you rather than alone. If this is the case, please help the student by being present at these meetings.
•   Promises of confidentiality should not be given, as the matter may develop in such a way that these cannot be honoured.
•   Be aware that a student may not accept the offer of help immediately, but may do later and this may be the best course of action at that time.

- Be aware that hearing about abuse can be stressful, and that you might need help to de-brief afterwards. The safeguarding team are available to help and will signpost accordingly.
- Individual staff should never deal with abuse disclosures in isolation and should always refer to the Designated Safeguarding Lead or deputies.

Staff should be aware that children may not feel ready to or know how to tell someone they are being abused, exploited or neglected. They may not recognise their experiences as harmful, for example, children may feel embarrassed, humiliated or they may be being threatened. This could be due to their vulnerability, disability and or sexual orientation and language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have any concerns. It is also important that staff determine how best to build a trusting relationship with children and young people which facilitate communication.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

4.4   In rare instances, staff in educational institutions including colleges have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that such allegations may or may not be true. Those dealing with such an allegation should maintain an open mind and ensure that investigations are thorough and not subject to delay. They will also need to handle the situation with sensitivity and to act in a careful, measured way.

Receiving an allegation from a young person - A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines set out in this document.

If the allegation is against a member of staff who is not a senior post-holder, the Designated Safeguarding Lead should be informed as soon as possible, who in turn should inform the College Principal.

If the member of staff against whom the allegation is made is a senior post-holder, i.e., if an allegation is made against the Principal, Vice Principal, the Chief Operating Officer or the Clerk to the Corporation, the matter should be reported to the nominated Corporation member. Where the allegation is against a senior post-holder other than the Clerk to the Corporation, the nominated Corporation member should be contacted through the Clerk to the Corporation. Where the allegation is against the Clerk to the Corporation, the nominated Corporation member should be contacted through the Principal.

The Designated Safeguarding Lead or nominated Corporation member should:
- Obtain written details of the allegation, signed and dated, from the person who received it.

- The written details should be countersigned and dated by the Designated Safeguarding Lead or the nominated Corporation member.
- Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Designated Safeguarding Lead or nominated Corporation member - the Designated Safeguarding Lead or nominated Corporation member should make an initial assessment of the allegation, consulting with Local Safeguarding Children Partnership as appropriate. Where the issue, about which an allegation is made, is considered to be either a potential criminal act or indicates that the young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Safeguarding Children Partnership.

It is important that the Designated Safeguarding Lead or the nominated Corporation member does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:
- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be referred to the H.R. Manager to be addressed in accordance with the Staff Disciplinary Procedure or Senior Post-Holder Disciplinary Procedure, as appropriate.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and investigations - child protection enquiries by social services or the police should not 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 protection agencies, including the police, have no power to direct the College to act in a particular way. However, the College should assist the agencies with their enquiries.

The College should hold in abeyance its own internal enquiries while the formal police or social services investigations proceed: to do otherwise may prejudice the investigation. No internal enquiries, including those resulting from disciplinary proceedings, should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Principal, according to the Staff Disciplinary Procedures. Where the person being investigated is the Principal or another senior post-holder, suspension, where appropriate, would take place at the discretion of the Chair of Corporation or, in his absence, the Vice-Chair of Corporation, as required by the Articles of Government and the Senior Post-Holder Disciplinary Procedure.

If there is an investigation by an external agency, for example the police, the Designated Safeguarding Lead or nominated Corporation member should normally be involved in and contribute to the inter-agency strategy discussions. The Designated Safeguarding Lead or nominated Corporation member is responsible for ensuring that the College gives every

assistance with the agency's enquiries. They 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. The Designated Safeguarding Lead or nominated Corporation member shall advise the member of staff that he/she should consult with a representative, for example, their professional association.

Subject to objections from the police or other investigating agency, the Designated Safeguarding Lead or nominated Corporation member shall:

- Inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Keep a written record of the information in connection with the allegation
- Inform the Head of HR of the outcome of any external investigation to allow any internal investigation or action to be commenced.

On completion of any external investigation, the College will consider whether any action needs to be taken.

Maintaining records of allegations - as regards personnel records, whether or not an allegation is found to be founded, a record that an allegation was made; a summary of that allegation; that it was investigated and the outcome of that investigation, should be kept for a period of six years as a separate file.

5. Child on Child Abuse

5.1   A key theme within the Keeping Children Safe in Education document is around Child on Child abuse and in particular, sexual violence and sexual harassment.

All staff should be aware that children can abuse other children, often referred to as child on child abuse. It can happen both inside and outside of school or college and online.   All staff should be clear as to the College's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding and reporting where they believe a child may be of risk.

All staff should understand that even if there are no reports in their school or college it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse, they should speak to their Designated Safeguarding Lead or deputy.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst

case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Instances of Child-on-Child abuse must be recorded in CPOMs and may be addressed in line with our Behaviour Management Policy. The Safeguarding Team will make a judgement on the most appropriate course of action.

Child on Child abuse includes but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children, sometimes known as 'teenage relationship abuse';
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
For further information about sexual violence and sexual harassment see KCSIE
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) *UKCIS Guidance, Sharing nudes and Semi Nudes Advice for Education Settings*;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
For further information about upskirting see Annex B; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

5.2 **Serious violence -** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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 have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement a number and its Criminal exploitation of children and vulnerable adults-county lines.

5.3 **Sexual Violence and Harassment** - sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

What is sexual violence and sexual harassment?
Keeping Children Safe in Education defines sexual violence as;
Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, 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: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

5.4   Procedure – Student Disclosure/Concern - the initial response to a report from a student is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should note that any child who is subjected to any harassment, violence and/or abuse may breach the child's rights as set out in the Human Rights Act.

If staff have a concern about a student or a student makes a report to them, they should follow the referral process as set out in the safeguarding policy.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

5.5   Prevention

We will minimise the risk of allegations against other students by:

- Ensuring all students are aware of the College's respect agenda and what is expected of each student in relation to this.
- All students sign a learner agreement when they enroll. The learner agreement clearly outlines the College expectations.
- The Progress tutor system delivers a scheme of work through personal development sessions that is designed to educate students on their role within both the College and wider community.
- The personal development scheme of work outlines the disciplinary process and the College Charter.

5.6   Guidelines:
- Child on Child abuse should always be treated seriously and never just seen as 'banter' or part of growing up.
- Any incidents of Child on Child abuse will be recorded via CPOMS
- The Safeguarding Team will be notified via CPOMS and in person.
- A detailed log of this incident and any previous incidents will be recorded, including dates and times (where possible).
- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child

discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.

- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made. These notes should then be entered into CPOMS.

- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.

- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. See links below.

- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.

- Informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.

Searching screening and confiscation advice (for schools) - [Searching, screening and confiscation](#)

UKCCIS sexting advice (for schools and colleges) - UK Council for Child Internet Safety (UKCCIS)

5.7   Investigation – The DSL/DDSL will investigate any allegations of Child-on-Child abuse and follow the Behaviour Management Policy if internal disciplinary action is required. The DSL/DDSL will inform the police or social services where necessary.

5.8   Support - discussions will take place with the victim and their family and also the alleged perpetrator and their family to explore and identify support services.

5.9   **eSafety – Staying Safe Online**

The purpose of this section is to:
- ensure the safety and wellbeing of children and young people is paramount when students are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

Guiding Principles

- Students should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

The online world provides everyone with many opportunities; however, it can also present risks and challenges.
- We have a duty to ensure that all students are protected from potential harm online.
- We have a responsibility to help keep students safe online, whether or not they are using the College's network and devices.
- Providing clear and specific directions to staff and volunteers on how to behave online through our online behaviour code for staff.
- Supporting and encouraging parents and carers to do what they can to keep their children safe online.

Our teaching and support staff will….

- Work in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.
- Support and encourage the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.
- Developing an online safety agreement for use with young people and their parents/carers.

Our IT management, marketing and safeguarding teams will….

- Develop clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person. This will usually be managed through our Behaviour Management System.
- Review and updating the security of our information systems regularly.

- Ensure that usernames, logins, email accounts and passwords are used effectively.
- Ensure personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate.
- Ensure that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Provide supervision, support and training for staff and volunteers about online safety.
- Examine and risk assess any social media platforms and new technologies before they are used within the organisation.
- Have clear and robust safeguarding procedures in place for responding to abuse (including online abuse).

Filtering and Monitoring

- The College has brought online Lightspeed filtering and monitoring software. This allows us to monitor all traffic across our wired and WIFI networks. It also allows us to monitor everything that is used in the Microsoft 365 architecture (Including MS Teams and One Drive).

- Lightspeed allows us to block access to sites that are deemed inappropriate for use in the College environment. A balance is struck between student safety and the ability for students to access resources to support our curriculum.

- All flagged Alerts are triaged by the Safeguarding team and a 'true' alert results in the circumstances being logged in CPOMs and appropriate action to be taken. A cross reference check takes place against a student's CPOMs file if a 'true' alert is logged against their IT usage.

- Some alerts may contain images shared or stored by students on their OneDrive account. Some of these images may be explicit or indecent. Whilst we endeavor to ensure that no member of staff views images of this nature, it may be required to open the alert to establish whether or not a child is at risk. There are a limited number of staff members with access to these alerts and they include the Safeguarding Team and the IT manager.

- In the instance of a staff member viewing an alert that would be considered an indecent or explicit image they must inform the DSL and log the incident on CPOMs.

Role and responsibilities in relation to Filtering and Monitoring.

- **Chris Herring (DSL)** – Overall, responsibly for the management of the College's response to ensuring appropriate filtering and monitoring tools are in place.
- **Mike Pearce** – The maintenance and management of the IT systems, including web-filtering and monitoring systems.

- **Core Safeguarding team** – Management of student concerns highlighted through the lightspeed alert system.

- As generative AI becomes more prevalent, we must ensure that we have robust systems in place. Lightspeed will pick up anything generated from AI and Microsoft has safeguards in place to ensure that students are not allowed to generate anything that would be considered violent or indecent.

Staying Safe Online

Staying Safe online - non-statutory guidance from the Department for Education has been issued with regards to teaching online safety in schools and colleges. It outlines how schools/colleges can ensure their students understand how to stay safe and behave online as part of existing curriculum requirements. It complements existing and forthcoming subjects including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing. It does not imply additional content or teaching requirements.

Please click link to access Teaching Online Safety.

Support is also available via the following external agencies:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Information, Advice and guidance is available to parents via the following websites:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

5.10 Criminal and Sexual Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse

will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation.

It is important to note that child sexual exploitation can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to having sex.

Children can be trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons including knives or begin to carry a knife as a sense of protection from harm from others.

Children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

County lines drug running is an example of criminal exploitation. If you have any concerns about CSE and CCE then please follow the safeguarding referral process.

6   Domestic Abuse

6.1   What is Domestic Abuse?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, here or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

7   Prevent Duty - Challenging Extremism

6.1   What is Prevent? Prevent Duty arises from the Counter Terrorism and security Act 2015. Prevent aims to safeguard our students, staff and corporation to keep them safe and within the law. In raising awareness of the issues of radicalisation and extremism the College will support the development of students in non-extremist ways and in procedures to act on regarding concerns.

The Prevent Strategy has three specific objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Prevent duty: Departmental Advice for schools and childcare providers
states that, "as a minimum, the Designated Safeguarding Lead must undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from risk of radicalisation". This training must be refreshed every two years.

The Prevent duty should be seen as part of the college's wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised

Prevent duty guidance: for England and Wales (click here).

Section 21 of the Counter-Terrorism and Security Act places a duty on certain bodies, including educational institutions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Duty is not about preventing students from having political and religious views and concerns.

The exemplification of British Values and the preventing of radicalisation and extremism must be integrated into the pastoral system and curriculum provision. The college will maintain and review (yearly) its risk reduction planning and training for staff and corporation members in meeting the requirements of the Prevent Duty.

6.2   Preventing radicalisation – Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur

through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a referral to the Channel programme.

6.3 Channel process - Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The aims of Channel are to support and protect people who may be susceptible to radicalisation and ensure they have the resilience to resist all forms of violent extremism. Channel is not about prosecuting or stigmatising individuals who have been referred.

6.4 Definitions
Extremism: Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values: British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs", and institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act.

6.5 Additional support - the DfE has published advice on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is also guidance regarding the use of social media for online radicalisation; this has been developed for schools highlighting how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq. The guide:

• Includes a short summary of some of the main Islamic State of Iraq and the Levant (ISIL) propaganda claims.
• Identifies social media sites which ISIL is using.
• Advises what actions schools and teachers should take to protect pupils.

How social media is used to encourage travel to Syria and Iraq briefing note for schools (click here)

Educate against hate Educate Again Hate- Click here

The website gives parents, teachers and education leader's practical advice on protecting children from extremism and radicalisation, it holds information for schools, colleges and parents to tackle the "spell of twisted ideologies".

7.   Honour-Based Violence

7.1   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 female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

        All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

7.2   Actions - if staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

        A disclosure of extremism must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

8.   Female Genital Mutilation (FGM)

        FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. Please see link below regarding multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.

        Multi Agency Statutory Guidance on FGM

8.1   FGM mandatory reporting duty for teachers - whilst all staff should speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of

their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the college's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (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 in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty:

New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police (click here)

A disclosure of this nature must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.
A disclosure of this nature must be reported to the police immediately. The staff member who received this information must make the call!

9. **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 from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges;
Multi-agency practice guidelines: Handling cases of Forced Marriage (click here)
Staff should always discuss any concerns with the Designated Safeguarding Lead/Officer.

College staff can contact the Forced Marriage Unit if they need advice or information: **Contact: 020 7008 0151 or email fmu@fco.gov.uk.**

10.   Vulnerable Children

The Children and Social Work Act 2017 has extended the role of the virtual school heads and designated teachers to certain previously looked-after children as they continue to experience educational challenges after leaving care.

Definitions:
Any child may require support; however, some children are particularly vulnerable to harm, they include children who;

*   are disabled and has specific additional needs.
*   has special educational needs (whether or not they have a statutory education, health and care plan EHCP).
*   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 child, 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.

10.1   Children Looked After (CLA)

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads (VSH) have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the (VSH) for the authority that looks after the child.

The designated CLA Co-ordinator within Wyke Sixth Form College is Chris Herring. His role is to promote the educational achievement of CLA (and previously CLA), and they will receive appropriate training to enable them to do so.

The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child and should work closely with the designated teacher.

The CLA Co-ordinator should work with the virtual school head at the LA to discuss how best to use funding to support the progress of CLA. They should also work with the virtual school head to promote the educational achievement of previously CLA.

10.2 Previously Looked After Children/Care Leavers

Previously looked-after children are those who:

- are no longer looked after by the local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) or because;
- they are the subject of an adoption, special guardianship or child arrangements order, or
- 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

VSH are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

Care leavers

Local Authorities appoint personal advisers for young people who cease to be looked after and become care leavers. DSLs should:

- Have details of the personal adviser appointed to support a care leaver
- Liaise with the personal adviser as necessary regarding any issues of concern affecting the care leaver.

For further information please click on the following link to promoting the education of looked after and previously looked after children.

Promoting the education of looked-after children and previously looked-after children

10.3 Early Help

The term 'Targeted Early Help' describes a co-ordinated, partnership approach to working with children, young people and families whose needs and circumstances might make them more vulnerable. In order for Targeted Early Help to be successful, there needs to be a firm commitment from all agencies to work in partnership to meet the needs of children, young people and families at the earliest opportunity.

Targeted Early Help is a partnership model of working which is based on the consent of the child, young person or family.

Under the Targeted Early Help Approach, a Lead Practitioner should co-ordinate a multi-agency Early Help Assessment and Plan in order to better understand the family's needs and identify the most appropriate support for the child, young person or family, at the right time. The DSL will generally lead on liaising with other agencies, however teachers may need to provide information to form part of any assessments undertaken by early help. Teachers must provide requested information promptly (within 5 working days).

10.4 **Children missing in education/Children absent from education (CME)**

It is important that staff are aware that children and young people going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

It is also important to understand that being absent, as well as missing from education ca be a warning sign of a range of safeguarding concerns. Staff must report any concerns they may have about a student to the safeguarding team via the CPOMs system.

Staff should be aware of the college's unauthorised absence process. The attendance of vulnerable students will be monitored by the Learning Support and Safeguarding teams and any concerns will be acted upon.

The safeguarding team will liaise with the Vulnerable, exploited, missing and trafficked team (VEMT) team whenever concerns for students are raised.

11. Mental Health

11.1 How do we support student mental health?

Negative experiences and distressing life events can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of students' work when they return to College following a prolonged absence. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day to day and identify those whose behaviour suggests that they may experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

Support is available:

- We have a dedicated Mental Health Committee that meets termly to discuss policy, procedure and support relating to mental health. The committee is made up of both staff and students.
- We have a dedicated tutorial team to support students and help them if they have any concerns.
- We have Heath Assured Student Assist Programme which offers mental health and wellbeing support to all students via 24/7 access to counsellors, 365 days a year. Students can also speak with legal and financial advisors for practical information. Alongside the helpline and wellbeing support, students can access The Wisdom app.
- We have direct links with Mind Mental Health Support Teams who can offer low level cognitive behavioral therapy on a 1:1 basis. Any request for referrals needs to be directed through the safeguarding team, safeguarding@wyke.ac.uk
- We have a series of digital resources that all students can access.
- Student Health Guide
    - We will continue to provide information about external support services and refer students where appropriate. Please see the poster at the end of this document for contact information.
    - All staff will be able to support students and direct them to the relevant information or team, please ask anyone if they have concerns.

11.2 What to do if you have a concern?

If staff have mental health concerns about a child that is also a safeguarding concern, immediate action should be taken, following the college's child protection policy and speaking to the DSL/DDSL. Please dial 0 and request the safeguarding team.

11.3 Confidentiality

The safeguarding team will always endevour to respect a student's confidentiality and wishes however in such an instance where the college deems there is an immediate risk to a student's health, wellbeing or welfare the college will contact an appropriate adult or agency.

The Health Assured support line is a separate service offered to students of Wyke 6th Form College. Health Assured provides a confidential service and the information discussed with their helpline support workers is not routinely provided to the college unless a student's health, wellbeing or welfare is judged to be at imminent risk. In these circumstances and where the support worker thinks there is an additional support need, they will seek consent to share a student's name and information about their concerns with the Safeguarding Team so that they can provide further help. In some circumstances where a student is not able to provide consent or where consent is refused, Health Assured may still

decide to share relevant information with the college where it is necessary to protect a student or another person's vital interests.

12.   Self-Harm/Suicidal Thoughts

Self-harm- Information from NSPCC Self-harm (click here)

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help.

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So, whatever the reason, it should be taken seriously.

How to spot the warning signs

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long- sleeved clothes even when it's really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- depression, tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Suicidal thoughts- Information from NSPCC Suicidal thoughts (click here)

Some children may feel like there is no hope or might think about ending their life.

Whilst thinking about suicide is relatively common, very few young people will actually attempt to take their own lives. However even having suicidal thoughts clearly shows someone is unhappy and needs help and support.

It can be difficult to understand what causes suicidal feelings but they're often triggered by upsetting experiences such as:

- living with mental illness
- experiencing abuse
- being bullied
- bereavement after losing a loved one
- being forced to marry
- having very low self-worth

Somebody who is feeling suicidal might: information from Childline mental-health- suicide (click here)

- be feeling depressed or withdrawn (they might stop wanting to see their friends or do things they normally like doing)
- start doing dangerous things like taking drugs or drinking alcohol
- give away things they own
- stop looking after themselves (they might not wash as often or care about their appearance as much as they used to)

Somebody who is feeling suicidal might say things like:

- "It'll be over soon"
- "I'm better off dead"
- "I don't want to be here anymore"
- "I won't be missed"

12.1   Guidelines

If a student discloses suicidal thoughts or self-harming behaviours or a member of staff suspects self-harm they must follow the guidelines set out below.

Staff must report the concern to the DSL or deputies and record the information in CPOMs.

If there is immediate risk to life, the staff member present must call the emergency services and then request a member of the safeguarding team assist.

If self-harm or suicidal thoughts are disclosed to an external agency, it is important that students are made aware that that would result in a confidentiality breach and the safeguarding team will be informed to enable them to safeguard the student.

Parents will be informed unless there is a child protection concern. Where appropriate, the student should be encouraged to call their parents to talk about what has happened. In the event that a student is reluctant to contact their parents, college staff must take responsibility and alert parents that their child may be at risk of harming themselves in the future. It is recommended that the college provides parents with both community and web-based resources for understanding and effectively addressing self-injury. Only in exceptional circumstances would this not be undertaken.

If current self-harm or active suicidal thoughts are reported a risk assessment meeting will be undertaken with both student and parent. This will look at what steps need to be taken by the college to safeguard and support the student while on the college site. In some cases, the student may be required to stay off site until the risk assessment is completed. A breach of the risk assessment may result in a student being asked to remain off site until a further meeting can take place.

Where a staff member has a concern regarding a student who is self- harming or who has suicidal thoughts, they should provide the student and parents with the following CAMHS contact numbers:

CAMHS Contact Point - 01482 303688

(9am-5pm)

CAMHS Ongoing Support (Hull) - 01482

692926 (9am-5pm)

CAMHS Ongoing Support (East Riding) -

01377 208280 (9am-5pm)

CAMHS Crisis Team- 01482 259400- Out of

hours (5pm-9pm and bank holidays)

 CAMHS team 01724 408460 (North

Lincolnshire) 9am-5pm

24hr Crisis mental health support can be accessed via NHS direct - 111 (Option 2) you can also access any local Accident and Emergency department.

Useful help lines and websites include: -

MIND- 01482 240200 (Hull)

The Warren- 01482 218115 www.thewarren.org

Let's Talk- 01482 247111 (Age range 18 years plus to self-refer) www.letstalkhull.co.uk

Mental Health Response Service- 01482 301701 (Age 18 years

plus to self-refer) The Samaritans- 116123 (free phone)

jo@samaritans.org.uk

Young Minds- 0808 802 5544 www.youngminds.org.uk

PAPYRUS Hopeline247- 0800 068 4141 www.papyrus-uk.org

Youth Access- www.youthaccess.org.uk

Childline- 0800 1111 www.childline.org.uk

Harmless- www.harmless.org.uk

Beat- www.beateatingdisorders.org.uk

If a student discloses suicidal thoughts, please identify with the student the following information as this is vitally important for CAMHS to make an informed decision regarding their immediate course of action:

Frequency- How often are they having suicidal thoughts?
Intensity- Scale from 1-10
Duration- How long do the thoughts last and do they pass?
Context- TRIGGERS- What has led up to those thoughts? Has anything significant happened?
Plan- Does the student have a plan re how/when?
Intent- Does the student intend to follow through with those thoughts?

Staff Support - College staff will experience a range of feelings in response to self-harm in a child/young person, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. It is important for all work colleagues to have an opportunity to discuss the impact that self-harm has on them personally. Staff will also be given the opportunity to compose themselves before returning to the classroom or their workspace. Staff are able to self-refer into the Staff Assist Programme.

13.   Reasonable force/restraint (statutory requirement)

For the purpose of this policy, staff will physically separate pupils found fighting or causing risk of harm to another member of the College. As a College, we recognise our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Reasonable force can be used to prevent pupils from;

- hurting themselves or others,
- damaging property,
- causing disorder.

13.1   **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a conflict situation.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

    Reasonable force can be used to;

- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight;
- restrain a student at risk of harming themselves through physical outbursts.

The following government link provides guidance on the use of reasonable force
Use of reasonable force advice (click here)

14   Staff Training – Wyke Requirements

All staff are required to be trained to an appropriate standard that is specific and proportionate to their roles. There is an updated staff training plan available for staff to access via the DSL.

15   Internal Referral Guidelines

If staff have **any concerns** about a child's welfare, they should act on them immediately. Wyke 6th Form College referral guidelines flowchart will be followed by all members of staff.

All safeguarding and child protection concerns must be reported in CPOMS – **A simple referral guide can be found in Appendix A –** *How to report a safeguarding concern.*

15.1 CPOMS

CPOMS is a computer programme which Wyke 6th Form College will use to manage/record and report on child protection and safeguarding.

CPOMS will enable staff to track referrals to external agencies, such as the NHS/CAMHS**,** Children's Services, and the Police, (including letters and phone calls) and be alerted if timescales are not being met.

CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to undertake a CAF can all be recorded on the system, in a safe, secure and searchable record.

15.2 **Informing the DSL (or deputies)**

Staff will use the CPOMS system to refer any safeguarding concerns or child protection issues to the safeguarding team. College referral guidelines will be followed as discussed within this policy. Any actions identified for staff members will be recorded within CPOMS and actioned accordingly.

A simple referral guide can be found in Appendix A – *How to report a safeguarding concern.*

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. **Failure to do so is likely to result in disciplinary action.**

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead[1]

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help[2] and monitors locally

Referral[3] made if concerns escalate

Designated safeguarding lead or staff make referral[3] to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47[4] enquiries appropriate: referrer informed

Section 17[4] enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC[5]

Identify child at risk of significant harm[4]: possible child protection plan

Identify child in need[4] and identify appropriate support

School/college considers pastoral support and/or early help assessment[2] accessing universal services and other support

Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

18. **All Other Situations**

If staff members have any concerns they should act on them immediately; they should follow the safeguarding and child protection policy and speak to the designated safeguarding lead or deputies; the options that then exist (managing any support for the child internally, an early help assessment or a referral for statutory services) are outlined and KCSIE explains that staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If you have any doubt about what action to take in a safeguarding situation, then always refer to the DSL or deputies. All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL or deputies immediately and record in CPOMS no later than 4:30pm on that working day. Failure to do so is likely to result in disciplinary action.

19.   Related Documents

External Documents

- Counter-Terrorism and Security Act 2015
- Prevent Duty Guidance 2023
- Equality Act 2010
- Children and Social Work Act 2017
- Multi-Agency Statutory Guidance on FGM 2020
- Multi-agency practice guidelines: Handling cases of Forced Marriage
- Searching screening and confiscation advice (for schools)
- UKCCIS sexting advice (for schools and colleges)
- Promoting the education of looked-after children and previously looked-after children 2018
- Reducing the need for restraint and restrictive intervention 2019
- Use of reasonable force guidance July 2015
- Local Safeguarding Children Board Guidelines

Internal Policies

- Staff Code of Conduct
- Whistleblowing Policy
- College Computer Users Regulations
- Behaviour Management Policy

20.   Monitoring and Review

a. This policy will be monitored by the Corporation and SLT.
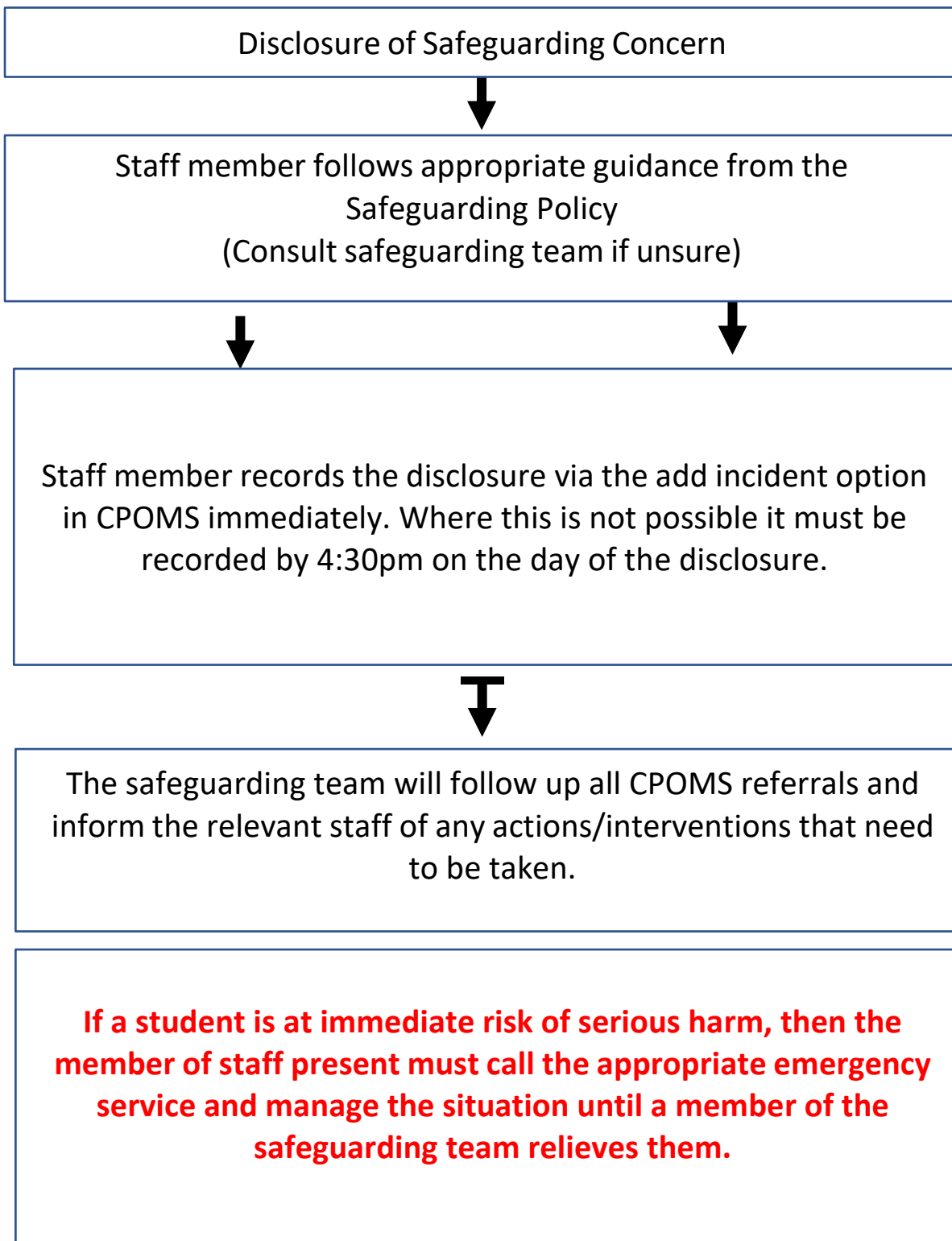
b. This policy will be reviewed annually.

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Single Equality Scheme.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

**Appendix A** - *How to report a safeguarding concern*

Disclosure of Safeguarding Concern

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Staff member follows appropriate guidance from the Safeguarding Policy (Consult safeguarding team if unsure)

↓   ↓

Staff member records the disclosure via the add incident option in CPOMS immediately. Where this is not possible it must be recorded by 4:30pm on the day of the disclosure.

↓

The safeguarding team will follow up all CPOMS referrals and inform the relevant staff of any actions/interventions that need to be taken.

If a student is at immediate risk of serious harm, then the member of staff present must call the appropriate emergency service and manage the situation until a member of the safeguarding team relieves them.

Appendix B - *CPOMS Instructions*

Using CPOMS for the first time:

Firstly, every user needs to set their own password.

In order to ensure that all users change their passwords to something that is personal and secure we do not provide you with a password to begin with.

To create your first password please **visit https://wykecollege.cpoms.net.**

Click on the **'Forgotten your password or using CPOMS for the first time?'** option (beneath the 'Login' button).
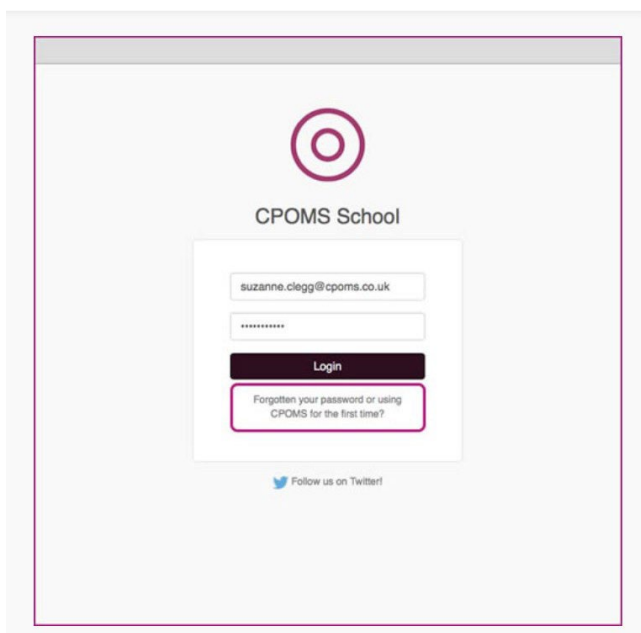
Next, input your email address click **'Reset Password'.** This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to **https://wykecollege.cpoms.net** and enter your email address, password and click the 'Login' button.

Dashboard

Once you are logged in to CPOMS, you will see an 'Alert' and 'My History' section.

If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.

Adding an Incident

To add a new incident to the system, click on the **'Add Incident'** link at the top of your screen.
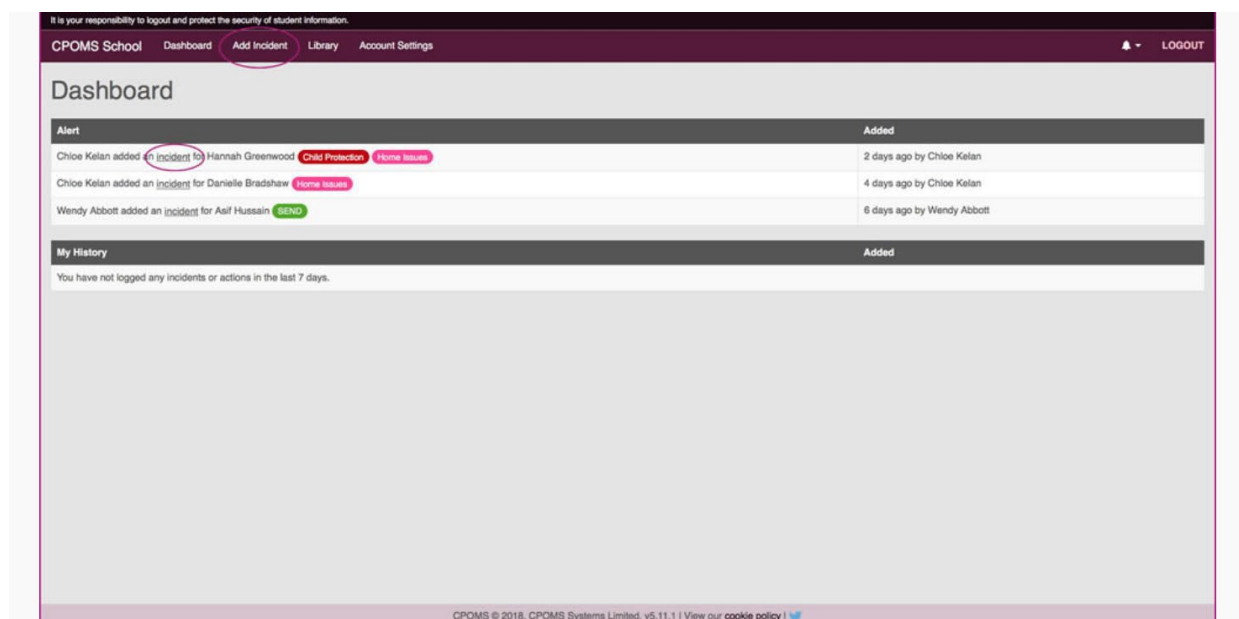
This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.

- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
  N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.

- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).

- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.

- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.

- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.

- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).

- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.

- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.

- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

- Firstly, fill in the free text box with all the information needed about the action taken.

- Click on **'Agency Involved'** to choose which, if any, agencies have been involved in this action.

- Select the date and time you wish to record, if different to the current.

- If you would like the action to be copied to the linked students profile click on the tick box to **'Add action to linked students'** next, and **'Share documents?'** if necessary.

- Alert the relevant staff members by typing in the individual staff names, or alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).

- Add a file if needed, using the **'Click to browse or drag a file to upload'** button.

- Click **'Add Action'** to submit and send on any selected alerts to staff.

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. Failure to do so is likely to result in disciplinary action.

Appendix C - *Safeguarding Protocol for admitting visitors to the site*

1. A visitor for the purpose of this document is defined as a person who is not a student and is not on the College Single Central Record of safeguarding checks for staff and volunteers.
2. All visitors should report to reception.
3. All members of staff should take anyone on site without an appropriate lanyard to reception to sign in.
4. Visitors who are onsite on 3 or fewer occasions across an academic year and who will be accompanied, should be issued with a red lanyard and the member of staff they are visiting should accompany them around the site. Accompany does not mean they must have sight of the person at all times, for example they may go to the toilets on their own, but they should know where they are and generally be in their company throughout the visit.
5. Whether visitors who are onsite for 4 or more occasions across an academic year and who will be accompanied require any safeguarding checks should be discussed with the H.R. Manager, Safeguarding Officer or DSL. As they are accompanied it is likely that they will not require further checks but whether they have the opportunity to build relationships with students will be considered.
6. When a visitor is going to be unaccompanied on the site, if relevant safeguarding checks have not been performed then they must be supervised. Supervision involves a member of staff taking responsibility for that supervision, knowing where onsite they are, and periodically checking in on them. They should not be left alone with a student.
7. Professionals from external bodies – from time-to-time professionals from external bodies such as social workers, health practitioners, charities and other agencies will request to meet students on the College site. In this case, their employing body will be required to provide a letter on headed paper or email from an appropriate work email account confirming that the appropriate pre-employment checks to allow them access to young people have been carried out including: an Enhanced DBS with barred list check, reference checks and work history checks and that these have not indicated a safeguarding risk.
8. If unsure, reception staff should seek advice from the H.R. Manager, DSLs or Vice Principal responsible for Safeguarding.

Appendix D - Safeguarding Vulnerable Adults Policy and Procedure

Purpose and scope

Wyke Sixth Form College recognises that is has a statutory obligation to safeguard and promote the welfare of its students. This document offers guidance and outlines procedures that should be followed in cases of suspected abuse and situations of serious risk involving 'vulnerable adults'. It applies to Wyke students aged 18 or over who meet the definition below and should be followed by all members of staff and volunteers.

Equality statement

This policy applies to all college staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

Definitions

We are all potential victims of crime or abuse but certain conditions increase our vulnerability. The term '**vulnerable adult**' in this document is used to refer to any Wyke student aged 18 years and over who:

- Is or may be in need of community care services by reason of mental health or other disability, age or illness and;
- Is or may be unable to take care of himself or herself; or
- Unable to protect himself or herself against significant harm or serious exploitation

For the purpose of this policy and its attendant procedures, **'abuse'** of a vulnerable adult is defined as;

"…the physical, sexual, financial, emotional or psychological harm or neglect of a vulnerable person". (Multi-agency Policy, Procedures and Practice Guidelines for The Protection of Vulnerable Adults in the Hull and the East Riding of Yorkshire, 2001). See **Appendix 1**.

'Significant harm' refers to:

"…ill-treatment (including sexual abuse and forms of ill-treatment that are not physical); the impairment of or an avoidable deterioration in, physical or mental health and the impairment of physical, emotional, social or behavioural development." (Law Commission, 1995).

Policy Guidelines

1. The Care Act 2014

Highlights, "Adult safeguarding means protecting a person's right to live in safety, free from abuse and neglect" and "all organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and the SAB (Safeguarding Adults Board).

2. Within the College's duty of care it has a responsibility to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take any action. Thus the College has a responsibility to provide information to Social Care or other appropriate agencies, when the vulnerable adult requests it or the situation necessitates it. Although it is not the College's responsibility to lead investigations of allegations or suspicions of abuse, the College will contribute to investigations made by the agency leading the investigation.

3. The College will ensure the vulnerable adult disclosing abuse is offered all possible support.

4. A nominated member of the Corporation and designated staff member (Designated Safeguarding Lead, DSL) with responsibility for the protection of vulnerable adults will be appointed.

5. The College will provide appropriate staff training to ensure that staff are aware of the issue of protecting vulnerable adults from abuse and the procedures to follow.

6. The College will review and monitor the policy and its procedures as set out below, working together with the relevant local authority.

Procedure

The aim of this procedure is to **prevent** the abuse of vulnerable adults and **support** individuals to come forward to report any suspected abuse.

1. When a student discloses to a member of college staff that abuse has taken place individual staff should:

- Listen
- Stay calm
- Take him/her seriously
- Ask clarification questions
- Inform him/her that they will need to tell someone else
- A member of staff should not question the student in depth. This is because asking leading questions or attempting to investigate the allegations could jeopardise any criminal investigation that may follow.
- Re-assure the student that they are doing the right thing in telling but avoid making comments or judgements.

    n.b. staff cannot make guarantees of confidentiality and should be open and honest with students and/or parents/carers about this.

2. If the 'vulnerable adult' wishes to continue to disclose the abuse, the member of staff should:

- **Refer the 'vulnerable adult' to the DSL.**
- Inform them of the action that would follow the conversation and assure them that they will be kept informed of developments.
- Record the information via CPOMS and alert the Safeguarding Team.
- Ensure information recorded is factual, concise and recorded by 4:30pm on the day the student shared their concerns.

Individual staff should never deal with abuse disclosures in isolation and should always refer to the DSL. This is the only person who should make the decision whether to report suspected abuse to Social Care or the Police.

3. Once a referral is made to the DSL they will undertake the following:

3.1 Seek medical attention for the student if they are suffering from a serious injury.

3.2 Ask the student to repeat the disclosure they have made. The student will be asked if there are younger children or other vulnerable adults at risk but the DSL will avoid asking leading questions and will not attempt to investigate the allegations. A written account of the disclosure will be made and the student asked to sign it.This will be attached to the original CPOMS incident log.

3.3 If the student wishes to take the allegation forward, the DSL will support the student in contacting Social Care, the Police, and accessing the Wellbeing Service within college.

3.4 When the student is not sure about taking the allegation forward, the SDP DSL can, without necessarily identifying the person in question, discuss concerns with Social Care or the Police, so that an informed decision can be made.

3.5 Following consultation, the DSL will ask for the student's views if it is clear that they can understand the significance and consequences of a referral. However, it remains the responsibility of the DSL to take whatever action is necessary to ensure the student's safety (and that of any other children or 'vulnerable adults' who may be at risk).

3.6 Where practicable, concerns will be discussed with a parent or guardian unless this may place the student at risk of harm.

3.7 In the event of a decision to report, the DSL should inform the student of the proposed action and the reasons for this. This should happen before the referral (unless doing so would place the 'vulnerable adult' at further risk). The student should then be asked to give their written consent for information sharing by signing the form

3.8 The DSL will contact the Social Care Department by telephone in the first instance and record the date and time that this took place via CPOMS. The DSL and receiver of referral will agree what the student and parents will be told, by whom and when. The DSL will make a confirmation of the referral in writing within 48 hours, completing the referral form.

3.9 All concerns, discussions, decisions made and reasons for those decisions will be recorded via CPOMS.

3.9.1 The DSL will be the college contact if Social Care or the Police require further information about the student and if necessary, represent the College at multi-agency strategy decisions or protection conferences.

4. A review of the Protection of Vulnerable Adults Policy and Procedures and associated training will be conducted annually.

5. If the allegation is made against a senior post-holder at the College, i.e. the Principal, Deputy Principal, Vice Principals or the Clerk to the Corporation, the matter should be reported to the nominated Corporation member. Where the allegation is against a senior post-holder other than the Clerk to the Corporation, the nominated Corporation member should be contacted through the Clerk to the Corporation. Where the allegation is against the Clerk to the Corporation, the nominated Corporation member should be contacted through the Principal.

6. Designated Safeguarding Lead is: Vice Principal - Pastoral

EQUALITY IMPACT ASSESSMENT

Policy, procedure, practice or strategy:	Safeguarding Policy		
Role responsible:	Vice Principal- Pastoral	Date:	05/09/25
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	The aims of the policy are: To promote the welfare of all students, to keep them safe and to practice in a way that protects them To ensure a clear and consistent shared understanding of the expectations and responsibilities of all staff members To ensure staff are fully aware of their statutory obligations in accordance with the guidance outlined within (KCSIE) Keeping Children Safe in Education (Sept 2022) To ensure staff understand the overarching principles that guide our approach to child protection and safeguarding At Wyke we recognise that the welfare of the student is paramount and all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse. Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and working in partnership with students, their parents, carers and other agencies is essential in promoting student welfare.		

	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	The policy is written in line with (KCSIE) Keeping Children Safe in Education and adheres to the principles set out within the guidance. The safeguarding policy will be implemented across the college and adhered to by all staff members. All staff members have a duty to read the policy and show compliance by logging this within the Cascade system. Compliance is monitored by the Vice Principal, (DSL) and HR. The safeguarding team will monitor trends relating to equality and diversity and the demographics of our students.
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	No.
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	