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## Safeguarding and Child Protection Policy

All young people will have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of students from minority ethnic groups and disabled students and the barriers they may face, especially around communication.

Richard Huish College actively works with Local Safeguarding Children's Boards, the Police and other external agencies to promote all aspects of safeguarding. The Designated Safeguarding Lead will evaluate the College's performance against its commitments set out in this policy and keep up to date with child protection legislation. Support will be given to all parties as appropriate to the allegations, the seriousness of the matter and the needs of the individual.

### Other related policies

Equality and Diversity Policy  
Health and Safety Policy  
Acceptable Use Protocol  
Behaviour Policy  
Personnel Policy  
Whistle Blowing Policy  
Staff Code of Conduct  
Safer Recruitment & Selection Procedure

### Useful Websites

[www.somersetssafeguardingstudentsboard.org.uk](http://www.somersetssafeguardingstudentsboard.org.uk)

N.B. For the purposes of this policy 'child' and 'student' are used interchangeably.

Safeguarding and Child Protection Policy of

## **Richard Huish College**

This policy will be reviewed annually by the Richard Huish College Corporation.

The policy was last reviewed and agreed by the Richard Huish College Corporation on:

**02 September 2019.**

It is due for review in:

**September 2020.**

Signature .....

Date .....

Principal

Signature .....

Date .....

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## 1. Introduction

This Child Protection and Safeguarding Policy applies to **all** staff, including senior managers and the board of governors, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of this organisation.

We believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all students and young people under the age of 18 years and keep them safe. We will also ensure any students on roll over the age of 18 will be signposted and supported to Adult Services.

Purpose:

- To inform staff, governors and volunteers their responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities will be carried out.
- To inform on the Somerset Safeguarding Students Board's Inter-agency Child Protection and Safeguarding Procedures.
- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of students. This policy will support this.

All education provisions have a responsibility to provide a safe and secure environment in which students can learn.

Education Providers and Volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students.

All education staff, governors and volunteers will therefore receive appropriate safeguarding training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard students effectively. All provisions must inform those in the setting of local concerns that may impact on students.

Our temporary staff/volunteers will be made aware of the policies and procedures by the Designated Safeguarding Lead/Team - including Child Protection and Safeguarding Policy and staff code of conduct.

Our Induction training will now include the College's behaviour policy (including Student Code of Conduct) and the College's procedures for managing students who

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are missing education, as well as the staff code of conduct and the safeguarding and child protection policy.

Keeping Children Safe in Education Part 1 and Annex A will be read by all members of the staff; and for everyone working directly with students. There will be mechanisms in place to assist staff to understand and discharge their role with regards to safeguarding and recorded/logged on 'My Concern'. Staff lists will then be checked to ensure compliance.

Annex A includes four key topics for all to be aware of and consider when working with students:

- Students and the court system, when students are appearing as witnesses;
- Students with family members in prison;
- Criminal Exploitation of students (County Lines); and
- Homelessness

We recognise the Director of Children's Services, within the Local Authority has the overarching responsibility for safeguarding and promoting the welfare of all students and young people in the area. They have a number of statutory functions under the Students Acts 1989 and 2004 which make this clear. This policy is to add detail to expectations of staff/volunteers to expect specific duties to happen in relation to students in need and students suffering, or likely to suffer, significant harm, regardless of where they are or who takes any further action.

*"Children are best protected when professionals are clear about what is required of them individually, and how they need to work together."* (Working Together to Safeguard Children 2018)

## 1a. Terminology

*Safeguarding* and promoting the welfare of students refers to the process of protecting students from maltreatment, preventing the impairment of health or development, ensuring that students grow up in circumstances consistent with the College of safe and effective care and taking action to enable all students to have the best outcomes.

*Child Protection* refers to the processes undertaken to protect students who have been identified as suffering, or being at risk of suffering significant harm.

*Staff* refers to all those working for or on behalf of the College, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

*Child* includes everyone under the age of 18 Years old. Those over 18 but on a roll of an education setting will be referred to Adult services for support.

*Parent* refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 2. Mission Statement of our Education Provision

- Establish and maintain an environment where education staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure students know that there are adults in the setting whom they can approach if they are worried.
- Ensure that students, who have additional/unmet needs, are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Protect young people in our care from maltreatment and impairment.
- Consider how students may be taught about *safeguarding*, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Those working with students are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and develop a culture where *Safeguarding is everyone's responsibility*.

## 3. Implementation, Monitoring and Review of the Child Protection Policy

This policy applies to all students, staff, parents, volunteers, governors and visitors. This policy will be reviewed annually by the governing body. It will be implemented through Richard Huish College's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead, Principal and governing body through staff performance measures and day-to-day practice.

## 4. Statutory Framework

To safeguard and promote the welfare of students, the setting will act in accordance with the following legislation and guidance:

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of students who are its pupils"
- Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2019)
- Special educational needs and disability (SEND) code of practice: 0- 25 years. HM government 2014

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- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Early Years Foundation Stage 2017
- Sexual violence and sexual harassment between children in schools and colleges; DfE May 2018.
- The Prevent Duty 2015

Working Together to Safeguard Children (DfE 2018) requires each Education Provision to follow the procedures for protecting students from abuse which are established by the out in the South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and Somerset Safeguarding Children Board.

Richard Huish College has appropriate procedures in place for responding to situations in which: a child may have been abused or neglected or is at risk of abuse or neglect: a member of staff or volunteer has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm. This is referred directly to the DSL, DDSL, Duty Manager or to an outside agency, such as the police, if there is no other authority in communication.

## 5. The Designated Safeguarding Lead

The Richard Huish College Corporation will ensure that the College designates an appropriate senior member of staff to take lead responsibility for child protection. A written job specification will be provided for this role. This person should have the status and authority within the College (a member of senior management), to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.

During term time the Designated Safeguarding Lead and or a deputy will always be available (during provision hours) for staff in the College or other professionals to discuss any safeguarding concerns. Individual arrangements for out of hours/out of term must be in place with a named person made available to ensure contact if needed.

For those in residential care (including home-stay) the House Manager or House Parent will deal directly with Safeguarding concerns via the emergency telephone number and will contact the DSL, DDSL or another Safeguarding trained member of the senior team.

### 5a. Responsibility of the Designated Safeguarding Lead (DSL) and Deputy DSL when supporting or stepping up in the Designated Lead absence

- The DSL/DDSL will refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) and/or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern.
- Liaise with the Principal to inform him of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned.

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- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff members around requests for involvement to other agencies.
- Share information with appropriate staff in relation to a Child Looked After (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and where applicable the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for students who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the College.
- Work with relevant staff in the College to ensure the site is safe and secure.
- Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions. A recommended recording format is set out on the SSE education safeguarding site.
- Ensure the College's Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Ensure the College's site security and risk assessments are maintained and completed to support staff and students feel safe.
- Undertake the necessary training and ensure it is shared within the setting

## 5b. Training

The Designated Safeguarding Lead should undergo the Local Authority's formal training every two years. The DSL should also undertake Prevent (WRAP) awareness and disseminate in addition to this training. Their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually. Other requirements are:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (EHA)
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the College's safeguarding and child protection policy and procedures, especially new and part time staff and this is recorded on 'My Concern'.
- Be alert to the specific needs of students in need, those with special educational needs and young carers.
- Understand and support the College with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting students from the risk of radicalisation.

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- Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.
- Obtain/disseminate access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.
- Attend the Local Authority's education DSL conferences that are held termly for updates (where practicable).

## 5c. Raising Awareness

The designated safeguarding lead should ensure the College's policies are known, understood and used appropriately.

- Ensure the College's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Richard Huish Trust regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
- Link with the Somerset Safeguarding Children's Board (SSCB) to ensure full knowledge of training opportunities and the local policies on safeguarding.
- Where students leave the College, ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main student file and/or 'My Concern' software.
- Education providers should obtain proof that the new setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.
- If the child leaves and their whereabouts are unknown or to move to elective home education the last school known retains the file.

## 6. The Governing Body

The Richard Huish College Corporation will ensure that they comply with their duties under legislation. They will also have regard to this guidance to ensure that the policies, procedures and training in the College are effective and comply with the law at all times.

The responsibilities placed on the Richard Huish College Corporation include:

- Contributing to ensure the College is carrying out inter-agency working, which includes providing a co-ordinated offer of early help when additional needs of students are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2019)* –and are aware of specific safeguarding issues.

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- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual provisions as to whether they choose to have one or more Deputy Designated Senior Person but their training must be of the same level (currently referred to as level 3).
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of students and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that students are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard students from potentially harmful and inappropriate online material
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.
- Ensure Section 128 checks are completed on Governors (bar Associate Governors).

# Richard Huish College Safeguarding and Child Protection

## PROCEDURE 2019/20

### 7. Supporting Students

Safeguarding and promoting the welfare of students is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

Education providers and staff form part of the wider safeguarding system for students. This system is based on the principle of providing help for families to stay together where it is safe for the students to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

Students who may require early help will be offered **early** intervention through Early Help support services for families.

A directory of early help services is available from the Early Help Advice Hub on 01823 355803. Somerset Choices and Professional Choices will also help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff will be aware of the early help process, and understand their role in identifying emerging problems, including sharing information with other professionals to support early identification and assessment of a child's needs. It is important for students to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children's Services if the child's situation does not appear to be improving.

Staff and volunteers working within Richard Huish College will also be alert to the potential need for early help for students also who are more vulnerable. For example:

- Students with a disability and/or specific additional needs
- Students with special educational needs
- Students who are acting as a young carer
- Students who are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Students missing education
- Students whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Students who are showing early signs of abuse and/or neglect
- Students with poor attendance or high medical absence
- Students suffering peer on peer abuse
- Is a privately fostered child

Education Providers and College staff members will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They will also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of students who may need help or protection. (See Appendices for information on further descriptors of abuse and specific safeguarding issues)

## 7.1 Students with SEN and disabilities

There's a concern sometimes that, for students with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If students are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Students with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools/colleges are encouraged to make sure that students with SEN and disabilities have got a greater availability of mentoring and support, this guidance is very clear that should happen.

Students with EHCPs will be seen by the SENDCO on enrolment and strategies put into place accordingly.

## 7.2 Emergency Contacts for Students

Keeping Children Safe in Education (2019) says that provisions should have at least two emergency contacts for every child in the College in case of emergencies, and in case there are welfare concerns at the home. We will endeavour to maintain at least two contact number for every child on roll. This will be monitored via a separate report by CIS.

## 7.3 Mental and Emotional Health of Students

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Our setting will offer clear support and guidance for Students.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWP\\_draft\\_20\\_03\\_15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf)

## 7.4 Local Issues and Contextual safeguarding

Safeguarding incidents can be associated with factors outside the setting and between students outside of College. This is called *contextual safeguarding*. Our staff are aware of the definition of *contextual safeguarding* when reporting concerns and must ensure all information and background detail will be given to the DSL when discussing concerns. We are aware in Somerset there are many local issues that can impact on

the safeguarding of students, we will endeavour to be aware of all local issues around the College and work with students to ensure they are safe. Where available we will attend ONE meetings, Team around the Schools (TAS) and EYS groups to share knowledge.

### 7.5 Home-stays (Exchange Visits)

If students are staying with parents from overseas as part of an exchange, the guidance is an enhanced DBS check needs to be carried out on the host family for all over 18s. If there are other people in the family aged over 16, then the College will decide whether they will do an enhanced DBS check for those 16 and 17-year olds who live in the house (if it is deemed appropriate).

## 8. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead **without delay**

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a Richard Huish College staff member receives a disclosure about potential harm caused by another staff member, they should see section – Allegation involving College staff/volunteers.

## 9. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing and placed on the 'My Concern' platform. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead or deputy.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after conversation using the 'My Concern' software or by informing the DSL/Deputy DSL if 'My Concern' is unavailable
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child
- Indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Agree and record actions and outcomes

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Student Information) (England) Regulations 2005.

If a student who is/or has been the subject of a child protection plan changes provision, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving provision in a secure manner, and separate from the student's academic file: primarily logged on 'My Concern' electronically.

All child protection recordings should be scrutinised regularly to ensure the action and outcome has been carried and any drift avoided. All records are kept in accordance with SSE Record keeping guidance available on the Support Services for Education website under the Education Safeguarding section policy and guidance.

## 10. Confidentiality

Safeguarding and protecting students raises issues of confidentiality that must be clearly understood by all staff/volunteers in education.

All staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of students with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

If a student confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other students safe. This may ultimately not be in the best interests of the child.

Staff/volunteers who receive information about students and their families during their work should share that information only within appropriate professional contexts.

## 11. Procedure

When a member of staff is concerned about a child he or she will inform the Designated Senior Lead. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services. If it is decided to make a request for involvement to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make request for involvement, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out Female Genital Mutilation), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL must be informed as soon as possible.

When a person is employed or engaged to carry out 'teaching' work in England, in the course of their work, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 or there is a risk this might occur the teacher must report this to the police. This is a mandatory reporting duty. See - Keeping Children Safe in Education (DfE 2019): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Attention must also be paid to the attendance and development of any child about whom the College has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept and attendance procedures followed.

If a student who is/or has been the subject of a child protection plan changes provision, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving provision, in a secure manner, and separate from the child's academic file, usually via 'My Concern' electronically.

Should the child's whereabouts be unknown or they move to elective home education the Social Worker must be informed and the procedure for reporting students missing education and elective home education should be followed.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour or concerns that may affect student welfare. Gathering safeguarding data and impact will be embedded into the College's process to measure effective safeguarding practice and resolve any weaknesses. This will be achieved by having Safeguarding as a standing item on all SLT meeting agendas.

## 12. Communication with Parents

We are fully committed to working in partnership with Parents. Richard Huish College will ensure the Safeguarding and Child Protection Policy is available publicly either via the College website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child or any siblings at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

(Richard Huish College may also consider not informing parent(s) where it would place a member of staff at risk).

Richard Huish College will ensure that parents/carers understand the responsibilities placed on the College and staff for safeguarding students.

### 13. Allegations involving staff/volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or students in a way which indicates s/he would pose a risk of harm if they work regularly or closely with students

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the College or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place and easily accessed for such concerns to be raised with the Richard Huish College senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chair of Governors.

In the event of allegations of abuse being made against the Principal, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2019, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should

not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL or Principal (as appropriate).

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Principal/Chair of Governors will not **investigate** the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance Somerset Safeguarding Students Board Inter-agency Child Protection and Safeguarding Students Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the College's internal procedures.

The Principal should as soon as possible, (following briefing from the Local Authority Designated Officer) inform the subject of the allegation.

For further information see: SSCB's Allegations Management or contact Somerset Direct for a referral to the LADO **Somerset Direct 0300 123 2224**.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

NSPCC whistleblowing helpline is available for those who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 14. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ staff code of conduct / staff behaviour policy and Safer Recruitment Document Guidance for safer working practice for those working with students and young people in education settings (2015).

The document seeks to ensure that the responsibilities of College leaders towards students and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

Richard Huish College will ensure supervision at break times, trips and when providing intimate care are assessed and policies written where needed.

## 15. Site Safety including internet use

Richard Huish College will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting our College. Consequently, all staff will:

- Maintain suitable/reasonable physical boundaries and barriers such as fencing, gates and locks on doors;
- Directly supervise students at all times, ensuring they remain on the premises and are never permitted to enter hazardous or insecure sections areas;
- Take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to the College reception, take and read our Information and Guidance for Contractors and Visitors leaflet sign in to confirm that they have received, read and understood this leaflet, and wear a visitor's badge/sticker;
- Alert contractors, visitors and volunteers to the settings Safeguarding expectations and protocols, as well as advising them of the name of the DSL and Deputy DSL.
- Update the single central record of staff/volunteers /casual/governors that are in regulated activity with students.
- Richard Huish College has procedures for fire drills, first aid and one focusing on 'Reducing the Risk and Impact of Terrorist and Extremist Incidents'.
- Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider. Governors will consider a whole College approach to online safety. This will include a clear policy on the use of mobile technology in the College. Many students have unlimited and unrestricted access to the internet via 3G and 4G in particular and the College makes clear that (within the Student Code of Conduct) that misuse of this will lead to sanctions. Staff are also instructed (during induction) to monitor student use of technology, as appropriate.
- We will ensure that there is an on line safety policy for our College that will include the use of smart phone technology.

<https://slp.somerset.org.uk/sites/edtech/eSafety/Policies/eLIM%20online%20safety%20policy%20April%202018.docx>

Richard Huish College believes good safe security allows both staff and students to feel safe and confident in their surroundings, and offers reassurance to parents and carers. We note that clearly defined risk management of the site allows staff to manage

the College site by limiting trespass and by channelling visitors to the site through appropriate entrances.

## 16. Safer Recruitment

We will ensure that there are appropriate staff and governors with safer recruitment training for interviews and that safer recruitment practices are followed always. We will maintain a **single central record** to ensure all statutory requirements. All references will be verified and recorded.

## 17. Keeping Children Safe in Education 2019

The statutory guidance 'Keeping Children Safe in Education' 2019 is available online, via the 'My Concern' software package.

All staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- Children missing from education
- Child sexual exploitation
- Honour based' violence
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation
- Harmful Sexual Behaviour
- Peer on Peer abuse

This is to assist staff and volunteers to understand and discharge their role and responsibilities as set out in this guidance.

Our staff members and regular visitors are asked to sign to say they have read these sections and should subsequently be re-directed to these online documents again should any changes occur. This document will also be made available for parents on our website.

## Appendix A. Types of Abuse

**Physical abuse** is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - students who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

**Neglect** is the ongoing failure to meet a child's basic needs and is abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

**Sexual Abuse** A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

**Emotional abuse** is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Students who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case

### Specific abuse and vulnerability concerns.

#### Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to students, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their students. Students can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where students reside in the home, the students are in the same or the next room. Students' exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among students. Students can see College as a safe retreat from problems at home or alternatively not attend College through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on students is not always easy to assess, but may manifest itself as

behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult–child conflict. Students sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

### **Fabricated or Induced Illness by Carer (FII)**

FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

FII can cause significant harm to students. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.
- Induction of illness by a variety of means.
- The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the College's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

### **Child Exploitation, Sexual (CSE) and Child Criminal Exploitation**

There will be other circumstances which give cause for serious concern about the welfare of students; such as Child Exploitation (CE).

The exploitation of students and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The current definition updated March 2017 states:

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

Further information on county lines can be found at <https://www.studentssociety.org.uk/what-is-county-lines>  
Somerset's CSE screening tool can be found at:  
<http://sscb.safeguardingsomerset.org.uk>

Please also see paragraphs 29 – 30 of Keeping Children Safe in Education 2019 for updated guidance on serious violence.

### **Peer on peer abuse including (Harmful Sexual Behaviour, Sexual violence and Harassment in education 2017)**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to children's services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

When considering whether behaviour is abusive, it is important to consider: Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other students; or where there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to students by abusive and bullying behaviour of other students, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. This may include upskirting under the Voyeurism (Offences) Act 2019. This is defined as "a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear)". See [www.gov.uk](http://www.gov.uk) for further details. Should this practice be discovered please report immediately to the DSL or DDSL.

Somerset County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the **Brook Advisory Service** to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

Guidance on responding to and managing sexting incidents can be found at:  
<https://ceop.police.uk>

Staff should recognise that students are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the College will:

- Provide an appropriate tutorial programme which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_students\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_students_in_schools_and_colleges.pdf)

### **Honour-Based Violence (HBV)**

So-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. 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.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK.

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have a statutory duty to report all cases of FGM to the Police where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number.

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

## Forced Marriage

The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.

When a disclosure or signs of FM are noted, staff should always alert the Principal and DSL immediately. We should never attempt to intervene directly as a College or through a third party. In such situations, the DSL will always call either Somerset Direct/Police and/or the Forced Marriage Unit on 020 7008 0151.

## Breast Ironing/Binding

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear.

When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

## Faith Abuse

Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit.

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs."

Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place.

When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. In such situations, the DSL will always call Somerset Children's Social Care Emergency Duty Team on 0300 123 2224.

## Extremism and Radicalisation

The UK Government defines extremism as: "The vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs" and/or "calls for the death of members of our armed forces, whether in this country or overseas." Radicalisation is defined by the UK Government within this context as: "The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

We take the “Prevent” duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting students and young people from being groomed and exploited by others.

## Historical Abuse

Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity. Any reports of historic abuse made to Avon and Somerset Police must be to the Safeguarding Co-ordination Unit 01823 349037.

## County Lines, Cross Borders, Gangs, Trafficking and Cuckooing

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or ‘deal lines’. Gangs use students and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and students by force or coercion in a practice referred to as cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101. Should young people thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

<https://www.gov.uk/government/publications/criminal-exploitation-of-students-and-vulnerable-adults-county-lines>

## Private Fostering

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

Students and young people become privately fostered for a variety of reasons:

- Their parents live overseas and they come to this country to attend school/college
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their students

- They are teenagers who are estranged from their families

The law says that the Local Authority must be told about all private fostering arrangements. The child's parents or carers should notify us of the arrangement, although anyone else involved in making the arrangement or who is aware of it also has a responsibility to inform us.

The Children Act 1989, and section 44 of the Students Act 2004, outlines the legal duty of the local authority to make sure that the welfare of all privately fostered students is safeguarded and promoted.

A social worker will need to check the placement is suitable and that all the needs of the child or students are being met. They will also speak to the child or students to make sure that a thorough assessment of the placement is carried out.

When we are made aware that a child may be privately fostered a request for involvement will be made to Somerset Direct.

## Hate Crime

A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

## Sexting

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The College will follow local procedures with police and Somerset Safeguarding Children Board.

## Online Abuse

This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Students and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Students can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading students to take part in sexual activity online). Students can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

## Grooming

Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Students and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many students and young people don't understand that they have been groomed or that what has happened is abuse.

## Missing Children

Anyone under the age of 18 years is to be considered “missing” if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public” This includes students and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child's location is unknown, or reason for absence is unknown there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

See Somerset Safeguarding Students Board Protocol for Students who go missing.  
<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/2016/06/Missing-Students-Protocol.pdf>

**Students missing Education** (CME) are students of compulsory school age who:

- Are not on a school/college roll, and
- Are not getting a suitable education other than at school/college

For more information, refer to the Somerset Children Missing in Education Policy. When students abscond from, or on route to/from, college, unexpectedly going missing from Richard Huish, parents/carers must be informed immediately and the Police involved where appropriate. When students (who are NOT on holiday and/or whose reason for absence is unknown) the absence is recorded as unauthorised and the College makes good attempts to find the child. Should the child not be found the case should be referred following the Child Missing in Education process. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

Missing Children [MissingChildren@somerset.gov.uk](mailto:MissingChildren@somerset.gov.uk)

Elective Home Education Team [EHETeam@somerset.gov.uk](mailto:EHETeam@somerset.gov.uk)

### Students on roll

Where there are Students on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain the **settings** responsibility for safeguarding and procedures will be put in place to monitor their wellbeing

Should a child/parent refuse or be non-attending due to a court process for poor attendance the College needs to escalate and monitor welfare. Cases should be referred to *The Team around the School* who will consider support or escalation.

## Appendix B: Single Central Record (SCR)

Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance [Keeping Children Safe in Education \(KCSIE\) \(DfE 2019\)](#) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance.

### Single Central Record Checklist

	Yes	No	Action Required?
Is a single central record (SCR) in place for all staff (including supply staff and additional music/games staff )?	X		
Does the SCR include all others who work regularly or intensively with students, including volunteers?	X		Ensure volunteer assessments are completed and stored with HR
Does the SCR indicate that identity checks have been carried out and by whom?	X		
Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)?	X		
Does the SCR record the date when the DBS and/or Barred List checks was carried out and who carried out the check?	X		
Does the SCR record that further overseas criminal checks have been undertaken as appropriate?	X		
Does the SCR record professional qualifications – where the qualification is a requirement of the job?	X		
Does the SCR record evidence that a Prohibition from Teaching check has been carried out on all teaching staff employed since September 2013?	X		
Does the SCR record evidence a check of “Right to Work” in the United Kingdom and suitability checks as appropriate?	X		
Have all <i>relevant (domestic settings only)</i> staff been asked to complete a declaration confirming that they are not disqualified in line with the Childcare Act 2006 and the (Disqualification) Regulations 2009? Is evidence of these checks included on the SCR?	X		
Have copies of documents used to verify identity, qualifications and Right to Work in the UK been retained in individual personnel files?	X		
Does the SCR evidence that checks in respect of Section 128 directions have been undertaken for persons taking part in the management and head of departments of all settings?	X		

NB: You are not required to keep copies of DBS certificates and in line with the Data Protection Act, copies of DBS certificates should not be retained for longer than 6 months.

## Appendix C: Early Help

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years". [Working together to Safeguard Children, March 2018](#).

It's about working with students, young people and their families to identify and address problems before they escalate. Early help includes services that are available to all families as well as services for more vulnerable families who need a greater level of support. Effective early help means that:

- Parents and or care-givers feel supported to provide stable, consistent and appropriate care for their families
- Students and young people achieve their education and development goals
- Young people are equipped with the skills and attitudes to join the workforce and overcome barriers to employability
- Students and young people achieve the best possible physical and mental health
- Students and young people are safe and feel safe

We want to have a consistent and collaborative early help offer for students, young people and families delivered jointly by all partners. Giving the ability to offer the right help at the right time as soon as a problem emerges. Early Help is everyone's responsibility; we want students, families, communities and agencies to work together so that families are assisted to help themselves and are supported as soon as a need arises, thereby improving the overall wellbeing and quality of life of all Somerset children, young people and their families.

Providing the right information and advice to enable choice for families so they can be empowered to make positive changes themselves with tailored support where needed. Helping families build protective factors and family resilience so that they have the skills, knowledge and ability to meet the student's needs and to prevent situations escalating.

The early help assessment is used to help practitioners gather and understand information about the strengths and needs, based on discussions with the family. The holistic assessment identifies the most appropriate way to meet those needs.

Practitioners in universal or targeted early help services can complete an early help assessment on their own or with the support of the Early Help Co-ordination Hub.

## Appendix D: Managing Allegations and Escalation

The statutory guidance 'Keeping Children Safe in Education (2019)' requires the Richard Huish Trust to appoint a member of staff of the college's leadership team to the role of Designated Safeguarding Lead. All staff should be instructed that any allegation should be reported immediately to the designated senior manager. Written safeguarding procedures should reflect this guidance.

On being advised of an allegation which meets the criteria, the designated senior manager should contact the Local Authority Designated Officer (LADO) within 1 working day.

Phone Somerset Direct on **0300 123 2224** for a referral.

The LADO's role is to provide advice and guidance to organisations dealing with allegations, to liaise with the police and other agencies, and to monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

All referrals should be made in the first instance by phone to Somerset Direct indicating that you wish to refer an allegation against an adult who works with students. Please follow up all referrals using the LADO Reporting Form available on the Somerset Students Safeguarding Board site.

All allegations against staff are dealt with in accordance with 'Working Together 2018'. In addition, schools should have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2019). Should the allegation be about the designated lead or senior lead, allegations should be passed to a higher level such as a chair of governors or director.

## Escalation

When working with professionals from other agencies there will at times be differences of opinion with regards to how to respond to an identified concern about a child, young person or family. Disagreements can be a sign of developing thinking, and the value of exchanging ideas from different perspectives should not be under-estimated and is one of many benefits of partnership working.

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to minimum. However, disagreements may disadvantage the child or family involved if they are not resolved constructively and in a timely manner.

Safeguarding and promoting the welfare of students is a responsibility shared by all agencies. If you feel that a professional or an agency is not acting in the best interests of the child, young person or family, you have a **responsibility** to respectfully challenge the professional or agency. The Somerset Students Safeguarding Board or the SSE Education Safeguarding Adviser can provide further advice on this matter.

## Appendix E: SSCB referral routes Somerset Safeguarding Students Board

The SSCB has a statutory duty to co-ordinate how agencies work together to safeguard and promote the well-being of students and young people in Somerset and to ensure the effectiveness of the safeguarding arrangements.

## Report a child at risk

If you are worried about a child or young person who could be in danger please contact

- Children's Social Care on 0300 123 2224
- by email at [studentss@somerset.gov.uk](mailto:studentss@somerset.gov.uk)
- or the police

You can contact the police directly by dialling 101 and they will discuss with Children's Social Care what action should be taken. **In an emergency always contact the police by dialling 999.**

If you would like to speak to a social worker outside of office hours please phone the Emergency Duty Team (EDT) on 0300 123 23 27.

If you suspect child abuse:

**Do** listen to the child

**Do** take what the child says seriously

**Do** act quickly

**Do** share your worries with Children's Social Care, the police or the NSPCC - they are there to help you

**Do** continue to offer support to the child

**Don't** delay

**Don't** probe or push the child for explanations

**Don't** assume that someone else knows and will help the child. You must act

**Don't** be afraid to voice your concerns, the child may need urgent protection and help

***Safeguarding is everybody's business.***

## Appendix F: Radicalisation and Extremism

**Radicalisation and Extremism** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011). Prevent is one part of the United Kingdom’s counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised. The CONTEST strategy is divided up into four priority objectives:

- Pursue – stop terrorist attacks
- Prepare – where we cannot stop an attack, mitigate its impact
- Protect – strengthen overall protection against terrorist attacks
- Prevent – stop people becoming terrorists and supporting violent extremism

It is an approach that involves many agencies and communities, to safeguard people who may be at risk of radicalisation. Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard students, young people and families from violent extremism. There have been attempts to radicalise vulnerable students and young people to develop extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping students safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding students from other risks. Students should be protected from messages of all violent extremism.

To report concerns, contact the Regional Police Prevent Team:

Phone: 01179 455 536

Email: [channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)

SWCPP (Safeguarding Students and Young people against Radicalisation and Violent Extremism)

[http://www.proceduresonline.com/swcpp/somerset/p\\_sg\\_ch\\_extremism.html?zoom\\_highlight=prevent](http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent) Revised Prevent Duty guidance for England and

Wales. <https://www.gov.uk/government/publications/prevent-duty-guidance>

A record of all referrals will be kept and maintained on ‘My Concern’ on the relevant student’s profile.

## Appendix G: Dangerous Drugs

As part of the statutory duty on education providers to promote students' wellbeing, Richard Huish College has a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that education staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools/colleges, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the setting.
- Establish relationships with local students and young people's services, health services and voluntary sector organisations to ensure support is available to students affected by drug misuse (including parental drug or alcohol problems).

Searching and Confiscation Advice on searching and confiscations can be found in Screening, searching and confiscation; advice for head teachers, staff and governing bodies.

A record of all referrals will be kept on 'My Concern' on the relevant student's profile.

## Appendix H: Student Attendance

Long term absence due to medical need

Students at College with medical conditions should be properly supported so that they have full access to education, including College trips and physical education.

- Governing bodies must ensure that arrangements are in place in College to support students with medical conditions.
- Governing bodies should ensure that College leaders consult health and social care professionals, students and parents to ensure that the needs of students with medical conditions are properly understood and effectively supported.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)

## Appendix I: Restraint

### 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 students. 2. 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. 3. 'Reasonable in the circumstances' means using no more force than is needed. 4. As mentioned above, schools/colleges generally use force to control students and to restrain them. 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 classroom. 5. 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. 6. School/college 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.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### The use of force to control or restrain students

House Parents, teachers and other persons who are authorised by the Principal to have control or charge of students are allowed under Section 93 of the Education and Inspections Act 2006 and DfE Guidance issued in July 2013 to use such force as is reasonable in all circumstances to prevent a student from doing or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including the student's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

### Guidelines

***Staff are advised to avoid physical contact with students but it is recognised that there may be circumstances where contact may be necessary. The use of reasonable force to control or restrain students should only ever be considered as a last resort in very special circumstances. Under no circumstances is physical force to be accepted between students.***

Staff are deemed to be authorised if they have been authorised by the Principal to have control or charge of students, even if only for a short time such as a college trip.

### Reasonable Force

The term reasonable force covers the broad range of actions that involve a degree of physical contact with a student. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

## **Types of Incidents**

There is a wide variety of situations where reasonable force might be appropriate or necessary:

1. Where action is necessary in self-defence or if there is an imminent risk of injury.
2. Where there is a developing risk of injury, or significant damage to property.
3. Where a student is behaving in a way that is compromising good order and discipline.

Examples of situations could be:

- A student attacks another student or a member of staff.
- Students are fighting.
- A student is committing deliberate damage or vandalism to property.
- A student is causing, or at risk of causing, injury or damage by accident or misuse of dangerous material or objects.

## **Practical Considerations**

1. Before intervening physically, the member of staff should ask the student who is misbehaving to stop.
2. The member of staff should continue to communicate with the student throughout the incident and make it clear that the restraining will cease as soon as it becomes unnecessary.
3. In some situations it is inappropriate for a member of staff to intervene without help, unless in an emergency, for example with a physically large student or if a member of staff believes he or she may be at risk of injury.
4. In these circumstances, the member of staff should remove other students who may be at risk, and summon assistance from a colleague or colleagues, or when necessary telephone the police.
5. The member of staff should inform the student that he or she has sent for help and continue to try and de-escalate the situation until help arrives.

## Application for Force

Physical force can take several forms. It might involve staff:

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing or pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back

Staff should **NOT ACT** in a way that might cause injury, for example by:

- Holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping up a student
- Holding or pulling a student by the hair or ear
- Holding a student face down on the ground
- Staff should always avoid touching or holding a student in a way that might be considered indecent.

## Reasonable Adjustments

The college will ensure reasonable adjustments are made for students with SEN needs or disabled students, who are on the ALS register. These adjustments will be disseminated to the appropriate staff that support these students.

## Recording incidents

Incidents requiring the use of force will be fully documented in the same way as all other serious incidents indicating the nature of the problem and the names of all staff and students concerned. The college must inform the parents of any such serious incident.

## Complaints

If a student complains about the force used, then the matter will be investigated using the College Complaints Procedure.

## Appendix J: Changing for PE /Sport

Clear guidelines are recommended because:

- getting changed can make some students feel vulnerable
- getting changed can cause anxiety for some students

- staff can feel unsure about PE changing supervision and how to ensure that both students and adults are safe.

## Changing areas

We need to consider the following things when organising changing facilities for students:

Where possible, use designated single-gender changing rooms or areas.

Richard Huish College will make adequate and sensitive arrangements for changing which consider the needs of students with disabilities and students from different religions, beliefs and cultural backgrounds or gender identity.

Changing rooms located on the ground floor of Sycamore Building can be used for the above purposes as can the adjacent medical room.

## Appendix K: The SSCB

The Somerset Safeguarding Children Board (SSCB) is the statutory, multi-agency partnership with responsibility for coordinating, monitoring and challenging all activity relating to safeguarding children and young people living in Somerset. Safeguarding Children Boards were set up as a result of the 2004 Students Act and are regulated by that law.

The work of the SSCB is broad and varied but includes:

- Developing multi-agency policies and procedures for safeguarding
- Participating in the strategic planning of children's services
- Communicating the need to safeguard and promote the welfare of children to professionals and the public
- Conducting Serious Case Reviews when a child dies or is seriously harmed and abuse or neglect is suspected
- Ensuring procedures to ensure a coordinated response to unexpected child deaths
- Collecting and analysing information about all child deaths that occur in the area to identify issues of concern
- Providing multi-agency training and development to staff on safeguarding children

The SSCB have developed a range of learning opportunities that have been informed by the Board's priorities, quality assurance activities and learning reviews, which aim to equip you in your tasks and enable you to work confidently alone and alongside others to keep students safe and promote their wellbeing. These training opportunities and a wide variety of information, advice, tools and resources is located on the website: <http://sscb.safeguardingsomerset.org.uk/>.

## Appendix L: Intimate Care

Not applicable to Richard Huish College as such provision would not be reasonably possible to provide here, as stated by our policy of providing reasonable adjustments and in accordance with our student Fitness to Study Protocol.

## Appendix M: Professional Conduct and Safety

Our staff, volunteers and visitors are provided with clear guidance on professional behaviour and standards in the Staff Code of Conduct.

Use of personal mobile phones, smart technology, private email address etc. should not be used to communicate with parents or students about setting issues. Social networks should be used professionally

## Appendix N: Contextual Safeguarding

There is a need to widen our assessment of student's lives beyond the boundary of families to include potential risks posed within the wider community. The value of including environmental factors and the social relationships of students and young people within assessments, both early help and statutory intervention, should lead to safeguarding better reflecting the "areas in which children and young people exist... on street, on line and peer to peer."

**For more information see:**

<https://www.contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

## Useful Contacts

Consultation Line for Children's Safeguarding Leads, 0300 123 3078  
Somerset Direct (Children's and Adult's) 0300 123 2224

- CAMHS Telephone Advice Line (12.00pm to 2.00pm Monday to Friday)
- Mendip 01749 836561
- South Somerset 01935 384140
- West 01823 368368
- GP's and Lead Professionals (9.00am to 4.00pm Monday to Friday)
- Early Help Advice Hub 01823 355803
- Emergency Duty Team (EDT) 0300 123 2327
- getset Mendip 01458 833017
- getset Sedgemoor 01278 446771
- getset South Somerset 01935 848942
- getset Taunton and West Somerset 01823 322508 / 01643 700030
- Prevent – Regional Police Prevent Team 01179 455536/539
- [channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)

**LGBT - [stonewall.org.uk](http://stonewall.org.uk)**

- Somerset Drug and Alcohol Service (SDAS) 0300 303 8788
- Somerset Integrated Domestic Abuse Service (SIDAS) 0800 694 9999
  
- Somerset Partnership Integrated Therapy Service 0303 033 3002
- (9.00am to 12.00pm, Mon, Wed, Thurs, Fri)

**Somerset Support for Education (SSE)**

<http://www.supportservicesforeducation.co.uk/>

**Somerset Direct:** <http://www.somerset.gov.uk/studentss-services/safeguarding-students/report-a-child-at-risk/>

**2BU Somerset** <https://www.2bu-somerset.co.uk/>