

## Safeguarding including Prevent Policy

### Safeguarding is Everyone's Responsibility

Petroc has a statutory and moral duty to ensure that it safeguards and promotes the welfare of all learners receiving education and training at, and through, the College.

Throughout these policies and procedures, reference is made to "children and young persons, or young people". This term is used to mean "those under the age of 18 years". The Governing Body recognises that some adults are also vulnerable to abuse. Accordingly, the procedures may be applied (with appropriate adaptations) to seek to ensure their protection as well.

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used for ease of description.

Safeguarding is taken to mean 'all agencies working with children, young people and adults at risk of, or experiencing harm and their families taking all reasonable measures to ensure that the risk of harm to children's welfare are minimised and where there are concerns about children, young people and vulnerable adult's welfare, all agencies working together to take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with each other.

#### 1. Introduction

1.1. This policy has been developed in accordance with the principles established by the Children Act 1989, Children Act 2004 and in line with government publications:

- Keeping Children Safe in Education (KCSiE) : Statutory Guidance for Schools and Colleges, DfE September 2019 (all staff and volunteers must read section 1 of KCSiE guidance and the associated annexes)
- PREVENT Duty Guidance (for England and Wales July 2015)
- CONTEST Strategy 2018 (September)
- 'Working Together to Safeguard Children' 2018
- 'Framework for the Assessment of Children in Need and their Families 2000

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- What To Do If You Are Worried A Child Is Being Abused: Advice for Practitioners March 2015
- Sexual violence and sexual harassment between children in schools and colleges
- 'Safeguarding Children in Education', DfS Guidance, September 2004
- 'Safeguarding Children and Safer Recruitment in Education' DfES Guidance 2007
- Devon Safeguarding Children Board (DSCB) Online Multi Agency Child Protection Procedures
- Section 11 Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Petroc works closely with the DCFP Devon Children and Families Partnership [www.devonchildrenandfamiliespartnership.org.uk/](http://www.devonchildrenandfamiliespartnership.org.uk/)
- Early Help Process
- Protection of Freedoms Act (POFA) 2012
- Female Genital Mutilation Act 2013
- Sexual Offences Act 2003
- UN Convention on the rights of the child 1989
- The Equality Act 2010
- Awareness and preparations for the new GDPR act 2018
- Modern Slavery Act 2015
- The Care Act 2014
- The Mental Capacity Act 2014
- The Equality Act 2010
- Data Protection Act 2018
- No Secrets: Guidance On developing and implementing multi agency policies and procedures to protect vulnerable adults from abuse (2000, last updated 2015)

1.2. Petroc takes seriously its responsibility under section 175 of the Education Act 2002 and section 11 of the Children Act 2004, alongside other Government guidance referenced in 1.1, to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who are suffering harm.

1.3. We recognise that all staff have a full and active part to play in protecting children, young people and adults at risk of or experiencing harm and that the child's and adults welfare is our paramount concern.

The term adults at risk of harm (adults at risk), replaces the previous term of vulnerable adults. The Care Act 2014 makes it clear that abuse of adults' links to circumstances rather than the characteristics of the people experiencing them. Labelling groups of people as inherently 'vulnerable' is seen to be disempowering.

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- 1.4. The main aims of this policy are for the Safeguarding Committee.
  - 1.4.1. To have a safeguarding policy in place; this includes safer recruitment and the Prevent Duty.
  - 1.4.2. To oversee the College's Safeguarding Policy and review it annually.
  - 1.4.3. To advise the College on all matters of safeguarding that might affect the organisation and to deliver information, training and guidance as appropriate.
  - 1.4.4. To be aware of, and responsive to, relevant developments in the field of safeguarding locally, nationally and globally and to attend and formally report back to the committee on relevant meetings that have been attended.
  - 1.4.5. To gather, monitor and report on safeguarding data and activity relating to employment and services in accordance with the College's Safeguarding Policy and propose relevant adjustments where necessary.
  - 1.4.6. To act as Safeguarding Champions in recognising that members of staff and learners have an important role to play in safeguarding the welfare of children and adults at risk in preventing their abuse.
  - 1.4.7. Raise awareness of all staff of the need to safeguard children, young people and adults at risk and of their responsibilities in identifying and reporting possible cases of abuse.
  - 1.4.8. Contribute to assessments of need and support plans for children, young people and adults at risk, who are thought to be at risk of harm.
  - 1.4.9. Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
  - 1.4.10. Develop a structured procedure within Petroc which will be followed by all members of staff in cases of suspected abuse.
  - 1.4.11. Develop effective working relationships with all other agencies involved in safeguarding children and adults.
  - 1.4.12. Ensure that all Petroc staff who have access to children, young people and adults at risk, have been checked as to their suitability in accordance with Devon County Council policy and procedures and the Safeguarding Children and Safer Recruitment in Education Guidance 2007.

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## 2. Procedures

- 2.1. Petroc procedures for safeguarding children, young people and Adults at Risk, will be in line with the Devon Children and Families Partnership (DCFP) Child Protection procedures and DfE safeguarding procedures. We will ensure that:
- 2.1.1. The Executive understands and fulfils its safeguarding and Prevent responsibilities.
- 2.1.2. We have a Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead and members of a solely dedicated safeguarding team for Child Protection who have undertaken child protection training delivered through the DCFP Devon Children and Families or suitable alternative training providers.
- 2.1.3. We have a team of identified staff who will act as safeguarding support staff across all sites and in some instances are the first point of contact for learners or staff; they will liaise closely with the lead safeguarding staff. Safeguarding team members will meet monthly (term time) to update on emerging concerns, training requirements and to discuss trends, this meeting is referred to as the Safeguarding Practitioners meeting.
- 2.1.4. All members of staff will receive mandatory training that complies with a DCFP and DfE standards, in order to develop their understanding of the signs and indicators of abuse with refresher training every two years. Failure to complete initial training will be deemed as not completing their probation period satisfactorily.
- 2.1.5. All members of staff know how to respond to a child, young person or adult at risk, who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 2.1.6. All Governors at the College will receive safeguarding training on a 2 yearly basis. The Governing Body can take collective responsibility or identify an individual who is responsible for Child Protection and Safeguarding within the College. This will be decided on an annual basis.
- 2.1.7. All parents/carers are made aware of Petroc's responsibilities with regard to child protection through the publication of our Safeguarding Policy on our website.
- 2.1.8. Selection and recruitment includes all appropriate checks on staff suitability including DBS (Disclosure and Barring Services) checks and is compliant with the legal requirements. The HR team holds this information as part of the Single Central Record.

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- 2.1.9. Our policy and procedures will be reviewed annually and appropriately updated.
- 2.1.10. All staff new to Petroc will be made aware of the Safeguarding Policy and its importance. New staff will receive safeguarding training as part of their initial staff induction programme.
- 2.1.11. The Safeguarding Committee meets twice a term, with an annual report presented to the Governing Body. Membership of the Safeguarding Committee includes the Lead Designated Safeguarding Senior Manager and Deputy, as well as the lead Safeguarding and Prevent Governing body member and Deputy Safeguarding and Prevent Governing Body member.

### **3. Responsibilities**

- 3.1. We understand that our responsibility to safeguard children, young people and adults at risk, requires that we all appropriately share any concerns that we may have about them.
- 3.2. We have a Designated and Deputy Designated Safeguarding Lead supported by a Safeguarding Team who are responsible for the monitoring of child protection and safeguarding of students within the college and:
  - 3.2.1. Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.
  - 3.2.2. Ensuring that all staff are aware of the Safeguarding policy and know how to recognise and refer any concerns.
  - 3.2.3. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by Petroc and the Local Designated Authority.
  - 3.2.4. Record keeping – Safeguarding records are kept centrally and securely by the Safeguarding Team

### **4. Confidentiality**

- 4.1. We recognise that all matters relating to safeguarding children, young people and adults at risk are sensitive, but cannot be treated as confidential, by the person to whom any disclosure is made. All staff who receive a disclosure are under a duty to share this information with the safeguarding team, who may need to contact other agencies. This should be explained to the person about to disclose and reassurance given about how this will be handled with discretion.

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- 4.2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and adults at risk.
- 4.3. All staff must be aware that they cannot promise a child, young person or adult at risk, to keep secrets which might compromise the child's, young persons or adult at risks safety or well-being, or that of another.
  - 4.3.1. Staff are made aware that they must make a record of safeguarding issues as soon as possible and at least before the end of the working day. These records must be signed and dated. Staff should use the appropriate referral documentation, this is on the College intranet.
- 4.4. We will always (if appropriate) endeavour to seek permission from the young person (or adult at risk if appropriate) before sharing sensitive information with their parents/carers.
- 4.5. Safe recruitment practice means scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history.

**5. Supporting Staff**

- 5.1. We recognise that staff who have become involved with a child or adult at risk, who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful or upsetting.
- 5.2. We will support such staff by providing an opportunity to talk through their anxieties and to seek further support. This could be provided by the College Safeguarding Team.
- 5.3. We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Guidance for Safe Working Practices for the Protection of Children and Staff in Education settings' produced by The National Network of Investigation and Referral Support coordinators in February 2005 provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse. Safeguarding in education is a part of the staff development programme.

**6. Reporting and Dealing with Allegations of Abuse Against Teachers and Other Member of Staff (Including Volunteers)**

- 6.1. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in

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regular or close contact with children in their present position, or in any capacity. It should be used in all cases in which it is alleged that a teacher or member of staff (including volunteers) that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children

6.2 All staff should take care not to place themselves in a vulnerable position with a child, young person or adult at risk. It is always advisable for interviews or work with individual children, adults at risk or parents to be conducted in view of other adults or with another member of staff present.

We understand that a child, young person or adult may make an allegation against a member of staff. If such an allegation is made, please refer immediately to the Allegations against Staff Guidance Flowchart and follow the procedure (Appendix 7).

6.3 The Principal, or in their absence the Chair of Governors, will lead on all such occasions and will discuss the content of the allegation as necessary with the Local Authority Designated Officer (LADO) as part of the Devon Safer Recruitment and Employment Strategy October 2009.

6.4 In rare instances, staff of educational institutions 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 an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

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

## **7. Receiving an Allegation from a Child against a Teacher or other Member of Staff including Volunteers.**

7.1 A member of staff who receives an allegation about another teacher, member of staff or volunteer from a child should follow the guidelines in Appendix 7

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7.2 The allegation should be reported immediately to the Principal or in their absence the Chair of Governors, a decision will be made as to who will case manage the allegation, and should:

7.2.1 In conjunction with a representative of the College’s Human Resources office, obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal or in their absence Chair of Governors.

7.2.2 Record information about times, dates, locations and names of potential witnesses.

## **8. Initial Assessment by the Principal or in their absence the Chair of Governors**

8.1 The Principal or, in their absence, the Chair of Governors should make an initial assessment of the allegation. Some rare allegations will be so serious they require immediate intervention by childrens social care and/or the police. The designated safeguarding officers should be informed of all allegations that come to the college’s attention and appear to meet the criteria so they can consult police and children’s social care services as appropriate.

8.2 Other potential outcomes are the allegation:

- represents inappropriate behaviour or poor practice by the teacher, member of staff or volunteer and is neither potentially a crime, nor a cause or may be a cause of significant harm to the child. It is also satisfied that the member of staff does not pose a risk of harm to the child. The matter should be addressed in accordance with the College disciplinary procedures;
- can be shown to be false because the facts alleged could not possibly be true.

## **9. Receiving an Allegation from a Child against any Senior Post Holders**

9.1 A member of staff who receives an allegation about a member of the Executive Management Team from a child should follow these for dealing with disclosure.

9.2 The allegation should be reported immediately to the Chair of Governors who should:-

9.2.1 In conjunction with a representative of the College’s Human Resources office, obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Chair of Governors;

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9.2.2 Record information about times, dates, locations and names of potential witnesses.

## **10. Initial Assessment by the Chair of Governors**

10.1 The Chair of Governors, if the allegation is against the Executive Management Team, should make an initial assessment of the allegation, consulting with the Designated Safeguarding Lead. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the relevant investigating agencies, children's social care services and/or the police.

10.2 It is important that the Chair of Governors does not investigate the allegation further. The initial assessment should be on the basis of the information received and requires a decision on whether or not the allegation warrants further investigation by the relevant investigating agencies, children's social care services or the police.

10.3 Other potential outcomes are the allegation:

- represents inappropriate behaviour or poor practice by the Executive Management Team and is neither potentially a crime, nor a cause of significant harm to the child, and the subject of the allegations is deemed to not pose a risk to the child. The matter should be addressed in accordance with the College disciplinary procedures;
- can be shown to be false because the facts alleged could not possibly be true due to evidence of physical location or other substantial evidence.

## **11. Enquiries and Investigations**

11.1 Child protection enquiries by LADO (Local Authority Designated Officer) or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the College to act in a particular way. The College, however, will assist the agencies with their enquiries. See Appendix 6 for more information around the role of the LADO.

11.2 The College will usually hold in abeyance its own internal enquiries while the formal police or LADO investigations proceed. To do otherwise may prejudice the investigation. Any internal enquiries thereafter shall conform to existing staff disciplinary procedures. In straight forward cases the investigation should normally be undertaken by a senior member of the college's staff.

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- 11.3 If there is an investigation by an external agency, for example the police, the Designated Safeguarding Lead or their Deputy (or Chair of Governors, if the allegation is against the Executive Management Team) should normally be involved in, and contribute to, the inter-agency strategy discussions. Designated Safeguarding Lead or their deputy (or Chair of Governors if the allegation is against the Executive Management Team) is responsible for ensuring that the College gives every assistance with the agency's enquiries. (S)he will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.
- 11.4 Subject to objections from the police, or another investigating agency, the Designated Safeguarding Lead or their Deputy (or Chair of Governors, if the allegation is against the Executive Management Team) shall:
- inform the child/children making the allegation that an investigation is taking place and what the likely process will involve
  - ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve
  - inform the accused person about the allegation as soon as possible. It is extremely important that they are provided with as much information as possible at that time. However, where a strategy discussion is needed, or the police or children's social care services need to be involved, the accused member of staff should not be spoken with until those agencies have been consulted and have agreed what information can be disclosed to them
  - inform the Chair of Governors (or the Governing Body, if the allegation is against the Principal) of the allegation and the investigation as soon as external agencies are informed
  - keep a written record of the action taken in connection with the allegation

## **12. Suspension of Staff**

- 12.1 Suspension should not be automatic. An individual should be suspended only if there is no reasonable alternative. If an allegation is made against a teacher, staff member or volunteer and it is appropriate to suspend them from work, pending an investigation, only a senior post holder has the authority to suspend them from their duties. If an allegation is made against a member of Executive Management Team, suspension can only be carried out by the Chair of Governors (or, in his/her absence, the Vice Chair).
- 12.2 Suspension should not be an automatic response when an allegation is reported, all options to avoid suspensions should be considered prior to

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taking that step. Suspensions should be considered only in a case where there is cause to suspect a child or other children at the college is/are at risk of harm or the case is so serious that it might be grounds for dismissal.

12.3 The senior manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. If the Designated Safeguarding Lead or in their absence their Deputy, police and childrens social care have no objections to the member of staff continuing to work during the investigation, the senior manager should be as inventive as possible to avoid suspension. Based on assessments of risk the following alternatives should be considered by the senior manager before suspending a member of staff:

- Redeployment within the college so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying to alternative work in the college so that the individual does not have unsupervised contact with children
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the member of staff to another role in a different location

12.4 Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay

12.5 If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union. Written confirmation should be dispatched within 1 working day giving as much detail as appropriate for the reasons for the suspension. The member of staff being suspended should be informed at the point of their suspension who their named contact is within the organisation and their contact details. The member of staff will also be provided with information on progress and developments in the case at regular intervals

12.6 Where a member of staff is suspended, a senior post holder (or Chair of Governors, if it is an Executive Management Team member who has been suspended) shall:

- Inform the Chair of Governors of the suspension in writing within two working days
- Consider the need for the Governing Body to receive a report that a member of staff has been suspended, pending investigation. The detail given to the Governing Body should be minimal
- Where the Principal has been suspended, the need for the Chair of Governors to take action to address the management of the College

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- The need for the parents/carers of the child making the allegation to be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension
- The need to inform those senior staff who need to know of the reason for the suspension
- Depending on the nature of the allegation, the need to consider whether a statement to the students of the College and/or parents/carers should be made

12.7 The senior post holder (or the Chair of Governors, if it is the Principal who has been suspended) shall consider carefully, and review, the decisions as to who is informed of the suspension and investigation. The LADO and external investigating authorities will be consulted.

12.8 The suspension will remain under review in accordance with the College disciplinary procedures.

### **13. The Disciplinary Investigation**

13.1 A disciplinary investigation can be undertaken by the College irrespective of whether or not the external bodies decide to take any further action in relation to the allegation.

13.2 The disciplinary investigation will be conducted in accordance with the existing staff disciplinary procedures.

13.3 The member of staff will be informed of:

- the disciplinary charge against him/her;
- his/her entitlement to be accompanied or represented by a trade union representative or work colleague.

13.4 Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension will be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

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

13.6 The Vice Principal Quality, Curriculum and Learners (or Chair of Governors, if the person who was the subject of the investigation was a member of the Executive Management Team) will give consideration to what information should be made available to the general population of the College.

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## **14. Malicious or Unsubstantiated Allegations**

- 14.1 If an allegation is determined to be unsubstantiated or malicious, the Designated Safeguarding Lead, or in their absence the deputy, should refer the matter to the childrens social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Principal should consider whether any disciplinary action is appropriate against the learner who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a learner.
- 14.2 In consultation with the senior staff member with lead responsibility and/or the Chair of Governors, the Vice Principal Quality, Curriculum and Learners shall:
- inform the member of staff against whom the allegation is made, orally and in writing, that no further disciplinary or child protection action will be taken. Consideration will be given to offering counselling/support;
  - inform the parents/carers of the alleged victim of the outcome;
  - where the allegation was made by a child other than the alleged victim, give consideration to informing the parents/carers of that child;
  - prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action has been taken.

## **15. Records**

- 15.1 It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and if disciplinary action is taken details retained on the member of staff's personal and confidential file.
- 15.2 If a member of staff is dismissed, or resigns before the disciplinary process is completed, (s)he will be informed about the College's statutory duty to inform the Secretary of State for Education under the Children's Barred List procedures.
- 15.3 There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child, or if a person otherwise poses a risk of harm to a child.
- 15.4 If, as a result of the investigation, a member of staff resigns or is dismissed then the Designated Safeguarding Lead (in their absence the Deputy Designated Safeguarding Lead), in conjunction with the Director of HR and Organisational Development will make a decision as to whether the ISA, or

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any other agency, should be informed. That decision will be implemented by the Director of HR and Organisational Development.

## **16. Monitoring Effectiveness**

16.1 Where an allegation has been made against a teacher, other member of staff or volunteer, the Vice Principal Quality, Curriculum and Learners (Designated Safeguarding Lead), the Chair of Governors and the senior staff member with lead responsibility will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising which need to be:

- taken into account when reviewing the College's policies/procedures; or
- drawn to the attention of the LADO

## **17. Whistle Blowing**

17.1 We recognise that children, young people and adults at risk, cannot be expected to raise concerns in an environment where staff fail to do so.

17.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to HR and/or the Designated Safeguarding Lead and/or the Deputy Designated Safeguarding Lead.

## **18. Allegation(s) Made Against a Student or a Number of Students**

18.1 We have a duty of care for all students who attend Petroc and where an allegation has been made against, or where allegations are being exchanged between students the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will make a decision as to whether the student(s) will be asked not to return to college until it is considered safe to do so.

18.2 The Safeguarding Team will notify the students(s) and where appropriate the parent/carers in writing of the decision and will work with any relevant agencies such as the police and children's social care, acting as quickly as possible in seeking an appropriate, safe conclusion to the investigation.

## **19. Learners or Staff Taking Photographic Images, Making Films or Sound Recordings whilst in College**

19.1 In order to safeguard students and staff whilst they are engaged in any college activities on or offsite, whether classroom based, work based, on enrichment trips/visits, social activity or any other activities linked to college, students are not allowed to take photographic images, make films or sound recordings or record teaching sessions in any way or at any time whilst enrolled at Petroc unless under the direct instruction and with the

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express permission from the member of staff in charge of the teaching and learning activity.

- 19.2 To comply with Petroc Safeguarding protocols, staff and students are not allowed to take photographic images, make films or sound recordings of fellow students or staff and upload them to any website without their prior written consent. If the photographic images, films or sound recordings are being taken by any staff member they should seek written approval from their line manager before any photographic images, films or sound recordings are uploaded to the public domain.

## **20. Preventing Radicalisation – The ‘Prevent’ Duty**

- 20.1 Children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children and young people, and adults at risk from other forms of abuse, protecting children from this risk is part of the College’s safeguarding approach.
- 20.2 Extremism is the vocal or active opposition to our fundamental values including democracy, rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- 20.3 Racialisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 20.4 Young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity. There is no single way of identifying whether a child, young person or vulnerable adult is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to their vulnerability. Similarly radicalisation can occur through many different methods such as social media and other settings such as the internet.
- 20.5 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.
- 20.6 Any such concerns should be recorded in writing using a safeguarding disclosure form and reported to the Safeguarding Team. They will liaise with the contact at Devon and Cornwall Police following the procedures in the joint protocol.
- 20.7 The College will also promote the ethos of the ‘Prevent’ agenda by encouraging free and open debate but challenging extreme views. It will

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encourage through its classroom practice, theme weeks and induction activities, a belief in Equality of Opportunity and the celebration of Diversity. Petroc encourages all staff and learners to accept and abide by the British/Petroc fundamental values.

- 20.8 The College will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.
- 20.9 The College has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the college and must take such steps as are reasonably practicable to secure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of the college and could constitute misconduct.
- 20.10 The College will provide appropriate support through its own staff or by referral to external agencies, for any student in danger of radicalisation. However, all concerns must be reported to the Safeguarding Team to make a decision of what action to take.
- 20.11 **The Prevent Duty**  
All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- 20.12 **Channel**  
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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

The College’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## **21. Implementation**

- 21.1 This policy supersedes all existing Safeguarding policies.

## **22. Policy Review**

- 22.1 The Designated Safeguarding Lead, in conjunction with the Safeguarding Committee, is responsible for ensuring the annual review of this policy and

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informing the Executive and Governors of Petroc of any suggested amendments or updates.

22.2 Cross reference to:

- Allegations Against Staff Flowchart (Appendix 7)
- Equality Policy
- Prevent Duty Guidance
- Learner Rights and Responsibilities Policy
- Looked After Children and Care Leavers Policy
- Safer Recruitment Policy
- Learner Wellbeing Policy (FE)
- Fitness to Study Policy (HE)
- Whistle blowing Policy
- Recruitment and Selection Policy
- Health and Safety
- Induction of staff process
- Code of Conduct
- Safeguarding including PREVENT external speakers policy
- Safety and Security policy

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## General Policy Statement

The Governing Body is committed to ensuring that the College:

- provides a safe environment in which children, young people and Adults at Risk can learn;
- identifies children, young people and Adults at Risk who are suffering, or are likely to suffer, significant harm, and takes appropriate action to see that such children, young people and Adults at Risk are kept safe, both at home and at the College.

In pursuit of these aims, the Governing Body will approve, and annually review, policies and procedures which have the aim of:

- raising awareness of issues relating to the welfare of children, young people and adults at risk, and the promotion of a safe environment for children, young people and adults at risk learning within, and through, the College;
- aiding the identification of children, young people and Adults at Risk, who are at risk of significant harm, and providing procedures for reporting concerns;
- establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- ensuring the safe recruitment of staff.

In developing these policies and procedures, the Governing Body will consult with/ take account of guidance issued by the Department for Education (DfE) and other relevant bodies and groups. In particular, the procedures have been developed in co-operation with the Devon Children and Families Partnership (DCFP).

The College will refer concerns that a child, young person or adult at risk, who might be at risk of, or experiencing significant harm to the MASH (Multi Agency Safeguarding Hub) or Care Direct, and where appropriate, to the Police.

All staff working with children, young people and adults at risk, will receive training adequate to familiarise them with safeguarding issues and responsibilities and the College policies and procedures, with refresher training at least every 2 years. There will be a senior member of the College management team with special responsibility for safeguarding issues (the "senior staff member with lead responsibility for safeguarding"). He/she shall be assisted by other members of staff with responsibility for safeguarding children, young people and adults.

### Types of abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

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

**Abuse:**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

The Governing Body recognises the following as definitions of abuse.

**Physical Abuse:**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Neglect:**

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Sexual Abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse:**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as

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they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Safeguarding Issues:**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**Peer on Peer Abuse:**

All staff should be aware that children can abuse other children (often referred to as Peer on Peer Abuse). This is most likely to include, but not limited to:

- bullying (including cyber bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse
- up skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

**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.

**FGM (Female Genital Mutilation)**

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.

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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.

**Children Missing Education:**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital 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. Staff should be aware of their school or college unauthorised absence and children missing from education procedures.

**Child Sexual Exploitation (CSE)**

CSE 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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

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Some of the following signs may be indicators of child sexual exploitation:

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

### **Child Criminal Exploitation: County Lines**

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

- can affect any child or young person under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults and:
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

### **Modern Slavery:**

Modern Slavery is the exploitation of people who have been forced, deceived, or coerced into a life of labour and servitude. It is a crime hidden from society where victims are subjected to abuse, inhumane and degrading treatment. Examples of enslavement include:

- a person who is forced to work or serve - through fear and threats of violence
- is owned or controlled by an 'employer' who uses mental or physical abuse to exercise control
- dehumanised, treated as a commodity or bought and sold as 'property'
- being kept in substandard working/living conditions
- physically constrained or has restrictions placed on his/her freedom of movement

Modern Slavery is linked to Human Trafficking, but not all victims of modern slavery have necessarily been trafficked.

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## **Domestic Abuse:**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## **Homelessness:**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

## **Upskirting:**

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

There are other forms of safeguarding issues such as (list not exhaustive)

- Missing Children
- Sexual violence and harassment
- Drugs/substance misuse
- Fabricated or induced illness
- Children with Family members in prison
- Child exploitation
- Honour Based Violence
- Health and Wellbeing
- Sexting (Youth Produced sexual imagery)
- Violence

For further information please refer to the Keeping Children Safe in Education 2019 document.

### **What are the signs of Child Abuse:**

The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes children don't even realise that what's happening to them is abuse.

There are different types of child abuse and the signs that a child is being abused may depend on the type. For example the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

### **Common Signs**

Some common signs that there may be something concerning happening in a child's life include:

- Unexplained changes in behavior or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour. Contact the Safeguarding Team for more help.

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You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

If you are concerned about a child, young person or Adult at Risk's safety, please speak to a safeguarding officer for advice on what to do next. Alternatively, use the College safeguarding reporting mechanism as specified earlier in the document.

Part 1 of "Keeping Children Safe in Education" contains important additional information about specific forms of abuse and safeguarding issues. All staff must read this part of the document.

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**DESIGNATED STAFF WITH RESPONSIBILITY FOR CHILD PROTECTION**

**Designated Senior Manager with Lead Responsibility**

The designated senior member of staff with lead responsibility for child, young people or adults at risk, safeguarding issues is:-

**Jon Hardy – Interim Vice Principle**

**Tel: 01271 852507 email: jon.hardy@petroc.ac.uk**

This person is a senior post holder and member of the Executive who has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children, young persons and adults at risk, and the promotion of a safe environment for the children, young persons and adults at risk within the College and has received training in child protection issues and inter-agency working, as required by the Devon Children and Families Partnership (DCFP), and will receive refresher training at least every 2 years. They will keep up to date with developments in child protection issues.

The Lead Designated Senior Manager is responsible for:

- overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies;
- providing advice and support to other staff on issues relating to safeguarding;
- maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral);
- ensuring that parent/guardian of children, young people and where appropriate Adults at Risk, within the College are aware of the College’s safeguarding policy;
- liaising with the Local Authority (LA) and DCFP and other appropriate agencies;
- liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for those pupils when within the College;
- ensuring that College departments which place children, young persons or Adults at Risk, on long term work experience placements, or similar, make known to the employers or training organisations concerned the safeguards the College requires them to put in place to ensure the safety and wellbeing of the students whilst placed with them;
- ensuring that all staff receive basic training in child protection issues and are aware of the College child protection procedures;
- Providing the Governing Body with an annual report setting out how the College has discharged its responsibilities for child protection and for reporting to the Governing Body, at the earliest opportunity, any deficiencies in the policy or procedures identified by the DCFP (or others).

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## **Safeguarding Lead Team Member**

The other designated member of staff with responsibility for safeguarding issues:-

### **Pete Gammon, Deputy Designated Safeguarding Lead**

**tel: 01271 852370, e-mail [peter.gammon@petroc.ac.uk](mailto:peter.gammon@petroc.ac.uk)**

**Safeguarding Team email address - [safeguarding@petroc.ac.uk](mailto:safeguarding@petroc.ac.uk)**

**Safeguarding Office tel: 01271 852370**

who:

- works closely with the identified safeguarding support staff
- reports to the senior staff member with lead responsibility;
- will know how to make an appropriate referral;
- will be able to provide advice and support to other staff on issues relating to safeguarding children, young people and adults at risk.
- has particular responsibility to be available to listen to children, young people and adults at risk studying at the College;
- will deal with individual cases, including attending case conferences and review meetings as appropriate;
- will have received training in child protection issues and inter-agency
- working, as required by the DCFP, and will receive refresher training at least every 2 years.

## **Chair of Governors**

The Chair of Governors is responsible for overseeing the liaison with the appropriate agencies (e.g. police, LADO) in the event of allegations of child abuse being made against the Principal.

## **The Governing Body**

The Governing Body is responsible for:

- ensuring that the College has procedures and policies which are consistent with the DCFP procedures;
- reviewing the College policy on safeguarding each year;
- monitoring the effectiveness of the Safeguarding Policy and how it has operated, through an annual report from the Designated Senior Manager with Lead Responsibility;
- One appointed member of the Governing Body will be given additional responsibility for Safeguarding and Prevent and another appointed member will be asked to act as their Deputy.

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## DEALING WITH DISCLOSURE OF ABUSE AND PROCEDURE FOR REPORTING CONCERNS

If a child, young person or adult at risk tells a member of staff about possible abuse, that member of staff must:

- listen carefully and stay calm;
- not interview the child (young person or adult at risk), but allow her/him to convey all the information (s)he wants. (inappropriate questioning can prevent the presentation of evidence upon which decisions are made about the care of children or the prosecution of offenders.);
- ensure that (s)he understands what the child is telling her/him;
- not put words into the child’s (young person or adult at risk) mouth;
- reassure the child (young person or adult at risk) that by telling the member of staff, (s)he has done the right thing;
- inform the child (young person or adult at risk) that (s)he (the member of staff) must pass the information on, but that only those who need to know about it will be told.
- inform the child (young person or adult at risk) of to whom the member of staff will report the matter; NB College Counsellors may, under exceptional circumstances and with guidance afforded by their professional supervisor, continue to work in confidence under their professional code of ethics; (an appropriate risk assessment will be carried out in such circumstances)
- as soon as possible, (the same day) fill out the Petroc Safeguarding and Prevent disclosure form that is available from MyPetroc and make sure that the Safeguarding team are in possession of it.

Staff should not investigate concerns or allegations themselves, but should report them immediately to the designated staff member or, in their absence, to the senior staff member with lead responsibility. Failure to report such an allegation or concern could lead to action being taken against the member of staff under the College’s staff disciplinary procedures.

**Any Higher Education learner(s) involved in a PREVENT incident or activity will need to be reported to the Office for Students (OfS), in addition to following Petroc’s normal PREVENT reporting procedure. The Deputy Designated Safeguarding Officer will be responsible for reporting incidents to the OfS.**

### What to Report

OfS guidance requires providers to identify whether an incident is Prevent-related and reportable to the OfS as monitor. A provider should report to the OfS any incidents or developments which:

- have led to the review and substantive revision of Prevent-related policies
- have caused harm to staff and students or reputational harm
- could be reasonably perceived as being related to Prevent.

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## What Not to Report

Providers are not expected to report 'business as usual' events linked to responsibilities under Prevent – for example, formal Channel referrals, or informal contact with the police or local Prevent partners.

## How to Report

All actual or potential Prevent-related serious incidents should be reported to the OfS either by:

- email at [prevent@officeforstudents.org.uk](mailto:prevent@officeforstudents.org.uk)
- phone on 0117 9317079

For more information/full guidance:

<https://www.officeforstudents.org.uk/media/29154421-d3e7-4989-9e53-94413fd013f9/ofs-prevent-related-serious-incident-guidance.pdf>

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## **Work Experience / Work Placements**

### **Learners out on Work Experience**

Guidance from the DfE indicates that providers do not generally need to ask Employers to undertake a basic, standard or enhanced Disclosure and Barring Service (DBS) check on members of staff supervising young people aged 16 or 17 years (this includes freelancers).

However, where a student has a need for personal or health care due to a disability, the person providing that personal or healthcare should be asked to obtain an enhanced DBS check.

A line manager or supervisor of a learner should be asked to undergo a basic DBS check if a provider feels this is necessary, in situations such as:

- the learner is identified by the college as being at risk of harm or may be vulnerable/at risk
- regular lone working or isolated environments with 1:1 working
- placements involve a residential element

A learner will require an enhanced DBS check if they are undertaking an industrial placement/work experience in certain sectors – Health Care and Early Years.

### **16 -18 learners in other schools or colleges**

The following learners would not require a DBS disclosure:

- learners in connection with short careers or subject placement

### **Information Sharing**

The college will, if they are aware of such information, preferably with the learners consent and in accordance with GDPR, share information with a work placement/experience setting where information is held that they are a risk of harm to themselves/to others

Whilst the college would always seek consent from the learner to share this information, there will be occasions where this is not given or sought in the interests of safeguarding the learner themselves and or others.

It will then be the responsibility for the work experience setting/placement, in conjunction with the college to risk assess this information to ensure the setting/placement can meet the needs of our learners and safeguard them based on what's been shared. This assessment will be shared with the learner and retained by both the college and the work experience setting.

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## TRIPS AND RESIDENTIALS

### Supplementary guidance/procedures for Outdoor Learning Residential Centres

When children, young people or adults at risk, are changing and showering staff need to ensure that they do not allow themselves to be compromised.

Staff must always ask for permission to enter the bedrooms of children, young people or adults at risk and should be accompanied. Conversations should be conducted from the open doorway. Staff must ensure that they do not enter a bedroom when to do so would mean they would be alone with a child or young person or adult at risk.

Children, young people or adults at risk should be informed that they are not to enter bedrooms of staff

The relaxed social atmosphere often found in residential centres could lead to a child or young person or adult at risk making a disclosure to staff regarded as a trusted adult.

The child or young person or adult at risk should be listened to and Petroc Safeguarding Policy should then be followed.

### Outdoor Learning Activities

Many activities encourage and necessitate physical contact — staff need to be aware of anyone taking advantage of these activities *or* anyone being overtly uncomfortable with what they are being asked to participate in.

Some activities can be emotionally or mentally challenging — staff need to be aware of the varying boundaries and capacity to manage these demands of individual children and young people. Emotional or mental challenges should form part of the risk assessment process for learners identified to be at risk.

There will be times when staff need to make physical contact with children, young people or adults at risk, e.g. when supporting during climbing or caving, making adjustments to specialist equipment; staff need to ensure that they do not allow themselves to be compromised.

Guidance relating to physical contact can be found within the following documents:  
Use of Reasonable Force – advice for Headteachers and Governing Bodies

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

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Apprenticeship Skills, Children and Learning Act 2009, section 242 - Power of members of staff to search pupils for prohibited: items  
<http://www.legislation.gov.uk/ukpga/2009/22/notes/division/5/11/1/1>

The relationship between staff, children, young people and Adults at Risk during outdoor learning activities is often an informal one; staff must always ensure that they maintain their professional distance. Learners are also informed of the importance of maintaining appropriate boundaries.

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## **Managing Allegations against Adults Working With Children**

What is the Local Authority Designated Officer (LADO):

The Local Authority Designated officer works within Childrens Services and gives advice and guidance to employers, organisations and other individuals who have concerns about behaviour of an adult who works with children and young people. Included in this group are volunteers, agency staff and foster carers as well as people who are in a position of authority and have regular contact with children.

What should be referred to the LADO?

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicated they may pose a risk of harm to children.

Allegations of historical abuse should be responded in the same way as contemporary concerns. In such cases, it is important to find out whether the person against whom the allegation is made is still working with children and if so, to inform the person's current employer or voluntary organisation or refer their family for assessment.

Any concern that meets the criteria above should be referred within one working day of the concern coming to your attention

What will the LADO do?

Following notification, and within one working day, the first step will be to offer an initial evaluation discussion of the concern. This will consist of advice and guidance regarding the most appropriate way of managing the allegation and whether the referral meets the criteria for LADO involvement.

If the referral meets the criteria for LADO involvement, the LADO will:

- arrange a Managing Allegations Strategy Meeting if one is required, liaising with the police and other agencies as necessary. If the case is complex there may be a series of meetings.
- ensure that child protection procedures are initiated where the child is considered to be at risk of significant harm.
- provide advice about sharing information the individual against whom the allegation has been made, with children and their families and others
- advise on whether the person should be suspended while investigations are undertaken.
- ensure employers are aware of their duty to notify the appropriate regulatory bodies and/or to refer the individual to the Disclosure and Barring Service (DBS).

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There are three potential outcomes from the initial referral to the LADO in terms of the investigation of allegations or concerns. These are:

- the allegation is demonstrably false/unfounded and no further action is required.
- there are concerns however they are not child protection in nature but relate to the conduct of that staff member and as such, should be dealt with by the individual's employer/managers.
- a LADO managing allegations strategy meeting needs to be arranged involving other relevant professionals (including the police if it appears that an offence has been committed) within five working days.

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## GUIDANCE FLOWCHART

### ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

**Staff must only contact the Principal, or in their absence the Chair of Governors, with regards to any allegations of abuse made against teachers and other staff (including volunteers)**

If you become aware that a member of staff or volunteer may have:

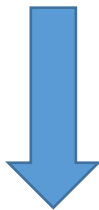
- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

This part of the guidance relates to members of staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

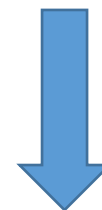


The child or young person **SHOULD NOT** be questioned about the matter – you must not communicate with the alleged abuser regarding the allegation, you should make a simple record of the allegation using the safeguarding disclosure form. You must sign and date this record

THEN



- **Report allegation immediately** to the Principal or in their absence the Chair of Governors



If the allegation is about the Principal:  
You must report it immediately to the Chair of Governors, via the Governance Advisor

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