

SAFEGUARDING POLICY

SIXTH FORM COLLEGE



Policy Family	Student Experience
Reference	SFC-07
Responsible Manager	Assistant Principal (Student Services)
Approval Date	1 December 2022
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Aim

The aim of this policy is to keep the young people in our care safe, by providing a safe environment for them to learn and by helping to identify young people and vulnerable people who are suffering or likely to suffer significant harm. The College will ensure that appropriate support and action can be taken to keep them safe, both at home and in the college.

This policy has been written to conform to the Statutory Guidance for Schools and Colleges:

[Keeping Children Safe in Education 2022](#)

[Working Together to Safeguard Children: 2018](#)

Scope

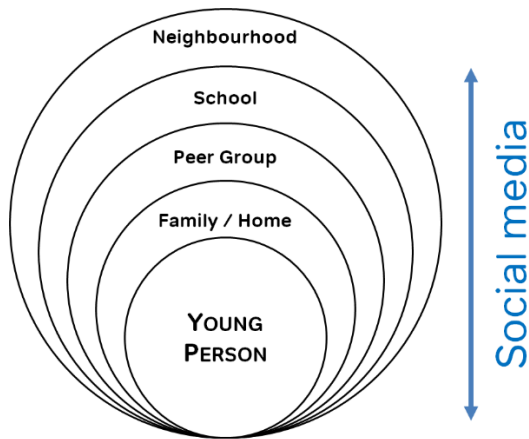
This document describes the City of Stoke on Trent Sixth Form College's approach to safeguarding and is applicable to all employees, governors, volunteers and visitors at the City of Stoke on Trent Sixth Form College.

Policy

The City of Stoke-on-Trent Sixth Form College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of young people at the College. In doing so, appropriate liaison will take place with the Police, social care, health services and other services to promote the welfare of young people as described in *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2022*" (KCSiE 2022)

1. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside of the school or college and/or can occur between children and young people outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.



Children’s Social Care assessments should consider wider environmental factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://safeguarding.network/contextual-safeguarding/>

2. Objectives

- 2.1 Defining key terms such as ‘safeguarding’, ‘children’, ‘vulnerable adults/groups’ and ‘abuse’ to guide colleagues’ understanding of their legal responsibilities.
- 2.2 Identification of key roles and responsibilities regarding safeguarding.
- 2.3 Clarification of confidentiality and its limitations in this area.
- 2.4 Guidance on the appropriate actions and procedures following a safeguarding disclosure.
- 2.5 Guidance on the recording of information following safeguarding disclosures.
- 2.6 Guidance on the appropriate actions and procedures in relation to allegations against members of staff.
- 2.7 Guidance on the Prevention of Violent Extremism – The ‘Prevent’ Agenda.
- 2.8 Guidance on Mental health and Wellbeing
- 2.9 Guidance on keeping children and young people safe online
- 2.10 Guidance on sexually harmful behaviour, sexual violence and harassment.
- 2.11 Information on staff training and support.
- 2.12 Additional resources offering guidance on key areas of contextual safeguarding (Appendix 1 – Specific Safeguarding Issues).

3. Defining key terms such as ‘safeguarding’, ‘children’, ‘abuse’ and ‘consent’ to guide colleagues’ understanding of their legal responsibilities

- 3.1 Safeguarding and promoting the welfare of young people is defined as the process of protecting them from maltreatment, preventing impairment of their health or development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables them to have the best outcomes. *“All school and 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". (Keeping Children Safe in Education, 2022).

- 3.2 The definition of 'child' in the Children Act of 1989 and 2004 is '**any person who has not reached their 18th birthday**'. Therefore, students at the Sixth Form College for most of their academic year will be classed legally as children.
- 3.3 The definition of abuse is cited in KCSiE 2022 as 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm'. The main categories of abuse are: Physical Abuse, Emotional Abuse, Sexual Abuse, and Neglect.
- 3.4 Keeping Children Safe in Education (2022) cites a list of other specific safeguarding issues to raise the awareness of professionals working in education (KCSiE 2022, Annex B p.140). These are listed in Appendix 1 – Specific Safeguarding Issues.
- 3.5 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.
- 3.6 Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.
- 3.7 Part One of KCSiE is mandatory reading for all staff members at the College. All staff have a duty to read this section and familiarise themselves with their responsibilities. The link to this is below and is available for all staff to read in: SFC-All Staff Team – Policies and Procedures.
[Keeping Children Safe in Education 2022 | Part One](#)
All staff are required to complete a knowledge check to confirm their receipt and understanding of Part 1 of KCSiE.

4. **Key roles and responsibilities regarding safeguarding**

- 4.1 The designated senior member of staff with lead responsibility for Safeguarding within the College is **Claire Gaygan**, Assistant Principal. This person is a member of the Senior Management Team and is also the Safeguarding Lead for The Potteries Educational Trust. She has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of young people, and the promotion of a safe environment for young people learning within the College.
- 4.2 She is responsible for ensuring that appropriate action is taken (which may include action under the College Discipline and Dismissal Policy) in cases of allegations of abuse against staff and for overseeing any serious case reviews involving City of Stoke-on-Trent Sixth Form students.
- 4.3 **Charlotte Barker** is the Deputy Designated Safeguarding Officer (DDSO). She is responsible for ensuring that appropriate action is taken in cases of suspected abuse and students and ensuring that our students are supported and feel safe.
- 4.4 The DDSO is responsible for coordinating policy and action on safeguarding, keeping effective and secure records of referrals and for ensuring all appropriate agencies are informed.
- 4.5 **Julie Clews** is the Safeguarding Officer (SGO). She is responsible for supporting the DDSO in interventions with students who may be at risk of harm or that their wellbeing may be impaired.
- 4.6 The Safeguarding Link for the Sixth Form College Local Governing Body is **Richard Waller**.
- 4.7 The Safeguarding Link for Trustees is **Dr Charles Freeman**.

- 4.8 Richard Waller and Dr Charles Freeman liaise with the Principal and Designated Safeguarding Officers over matters regarding safeguarding, for the College and Trust respectively. They have responsibility for ensuring that the college has procedures and policies which are consistent with national legislation, statutory and local guidance. The Local Governing Body is informed annually how the college and its staff have complied with the policy, including a report on training undertaken by staff.
- 4.9 In addition, Trustees receive an update from each Local Governing Body.
- 4.10 In the case of a safeguarding issue being identified, when neither DSO nor DDSO are available within the college building, staff can contact the DDSO on the safeguarding phone – 07400 887220 to avoid delay in seeking support.
- 4.11 All reasonable attempts will be made to ensure that both the DSO and DDSO are not absent from the building at the same time. Where this is not possible, advice can be sought from Safeguarding Officer, Julie Clews in the first instance and further advice and guidance from The Principal, Mark Kent.
- 4.12 All members of College staff have the legal duty and responsibility to deal with any safeguarding situations according to this policy. They are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. They also have a general responsibility to contribute to the provision of a safe learning environment in College and on College organised events.
- 4.13 The DSO, DDSO and SGA have all completed Level 1 Safeguarding Children Training, Level 2 Multi-Agency Working Together, and a variety of Level 3 courses (varying dependent on team member), including: Prevent, Mental Health First Aid, Safeguarding Children and Domestic Abuse and Child Sexual Exploitation and abuse.
- 4.14 The DSO and DDSO have completed both Level 4 training courses, specifically for Designated Safeguarding Leads within schools and colleges: Managing Allegations against Staff and DSO training.
- 4.15 Safeguarding quick guides for governors can be found in Appendix 3 – Safeguarding Quick Guide for the Designated Governor.

5. Confidentiality

- 5.1 Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the young person is the overriding concern. Suspicion of abuse, or concern that a young person is at risk of significant harm although not yet a victim, is sufficient cause to contact the DSO, and the young person should be made aware of this at the earliest possible stage of any disclosure.
- 5.2 An abused young person may be under severe emotional stress and may feel anxious about taking a member of staff into their confidence. Care and sensitivity is needed to ensure firstly that the young person feels as supported and reassured as possible, and secondly that they understand the need for action which will require the involvement of other staff/agencies.

6. Actions and procedures following a safeguarding disclosure - See Appendix 4 (Guidance on Disclosures Relating to Abuse) for further guidance

- 6.1 Any member of staff who suspects or knows of a student or colleague who has been harmed or is at risk of being harmed, must immediately inform the DSO or DDSO. If in exceptional circumstances neither are available, they should discuss with the SGA who will liaise with the Principal. They should not discuss the situation with anyone else.
- 6.2 The member of staff receiving the disclosure from the student should not ask the student to make a written account of the disclosure, as this could impact any future criminal investigations.

- 6.3 If a student has disclosed an injury, the member of staff **must not** ask the student to show the injury, and under no circumstances are staff to take photographs of a potential injury.
- 6.4 Disclosures to staff may also be made by students who are not necessarily subject to abuse themselves but are aware or suspicious that a child / vulnerable adult is at risk in their household or friendship group. In these cases, members of staff should also pass the information immediately to the DSO.
- 6.5 The DSO / DDSO may feel that there is cause for concern but may wish to discuss the case within the team before deciding whether or not it should be formally reported under this Safeguarding Policy. The DSO may seek advice from the Principal and/or Local Authority Consultation Line. The DSO may involve parents/carers at this point if deemed appropriate and safe to do so.
- 6.6 If the young person / vulnerable adult lives outside of Stoke-on-Trent, consultation should take place with the Local Authority of their residence.
- 6.7 Once the DSO / DDSO is satisfied that there are clear grounds for suspicion or evidence that a young person has been abused, they will pass the information immediately by telephone to the Local Authority Referral Team. This should also be followed up, in writing within 24hours.
- 6.8 If the concern is raised after 5pm Monday to Thursday and 4.30pm on a Friday, the DSO / DDSO should contact the Emergency Duty Team to report concern of significant harm.
- 6.9 The DSO /DDSO should generally contact the parents/carers of a young person concerned to inform them that a referral is being made to Social Care, **unless** doing so would put the young person at risk. A level of judgement should be used and advice can be sought from the Local Authority of residence, particularly for those who are between 16 and 18 years of age.
- 6.10 If a young person discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household the DSO /DDSO must consult the Children’s Social Care of residence, before informing parents/carers. If the young person is subject to a Child Protection Plan, the allocated Social Worker should be contacted. The relevant Social Worker will advise the DSO / DDSO when, and by whom, parents/carers will be informed.
- 6.11 Emergency Referral: In the unusual event of an urgent, possibly life-threatening situation, in which members of staff are unable to contact the people specified in the referral procedures, an emergency referral should be made to the Police Child Protection Unit by dialling 999. The out of hours safeguarding guidance can also be used.
- 6.12 The DSO should offer to accompany a student in any Police or Children’s Services/Social Care interviews where appropriate.
- 6.13 In the case of referrals for alleged perpetrators of sexual abuse – where a student is being investigated by the Police for allegedly committing sexual offences and the Police have said they will make a referral to Social Care - the DSO will still contact the referral team without delay to raise awareness of the concerns relating to the alleged perpetrator.

7. Recording Information – See Appendix 4 (Guidance on Disclosures Relating to Abuse) for further guidance

- 7.1 Disclosures from students can happen at any time, both face to face and via email to teachers, support staff, cleaning staff or the catering team. It is important that all disclosures are taken seriously and the young person is listened to.
- 7.2 In listening to a young person, a member of staff should avoid asking leading questions such as ‘did he hit you?’ This may jeopardise any future proceedings. **TED** questions are very effective in helping young people open up and preventing any lead from staff: **T**ell me, **E**xplain to me and **D**escribe for me.
- 7.3 Following a disclosure from a young person, the member of staff must inform the student that they will be sharing this with the DSO / DDSO. Once the student is safely supported by the DSO / DDSO, the member of staff who received the disclosure must complete a Safeguarding Concern on Cedar.

Guidance on how to do this is available as part of this procedure: Appendix 7 – How to Raise a Safeguarding Concern.

- 7.4 The DSOs are responsible for recording subsequent information about each case, including detail of what the young person has disclosed directly to the DSO / DDSO, any advice or referral that has taken place and any contact with parents/ carers.
- 7.5 Members of staff are advised to have a colleague present with them if practical.
- 7.6 College is required to share information with Children’s Social Care of the Authority of the child’s residence in order to support the assessment of need. The DSO / DDSO may also be required to attend a Strategy Meeting to assess if a S47 enquiry will be actioned and to outline further actions for partner agencies involved.

8 Allegations against members of staff

- 8.1 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSO, who will notify the Principal. The College on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) or Duty Independent Reviewing Officer.
- 8.2 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the DSO, who will notify the Chair of the Local Governing Body and Chair of Trustees without the prior knowledge of the Principal.
- 8.3 If the allegation made to a member of staff concerns the DSO, the person receiving the allegation will immediately inform the Principal, without prior knowledge of the DSO.
- 8.4 It is essential, in all cases where staff have concerns about the behaviour of, or an allegation of abuse against any member of staff with regard to a student, that it is reported quickly and professionally.
- 8.5 It is a criminal offence (Sexual Offences Act 2003) for a person in a position of trust in an educational establishment to engage in any sexual activity with a person aged under 18, with whom a relationship of trust exists, irrespective of the age of consent, even if the basis for their relationship is consensual. Any member of staff at the City of Stoke-on-Trent Sixth Form College is considered to be placed in a position of such trust and therefore, the conditions of this Act apply to them.
- 8.6 If a member of staff has a concern that a person may have behaved inappropriately or they have received information that may constitute an allegation they should:
 - Report it to the Designated Safeguarding Officer, who will notify the Principal as soon as possible.
 - Make a signed and dated written record of their concerns, observations or the information received.
 - Maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols.They should not:
 - Attempt to deal with the situation themselves;
 - Make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents;
 - Keep the information to themselves or promise confidentiality;
 - Take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents/carers.
- 8.7 The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to children / vulnerable groups.
- 8.8 The Designated Safeguarding Officer will inform Local Authority Designated Officer (LADO) of all allegations of abuse against a member of staff within **one working day** of receiving the report of an

allegation. The Designated Safeguarding Officer in consultation with the Principal will decide on the action to be taken, in relation to the member of staff, in accordance with advice provided by the LADO, as well as following the normal procedures for Safeguarding and the staff Discipline and Dismissal policy.

- 8.9 The LADO will provide advice and guidance to all parties and be involved in the management and oversight of all allegations. They will liaise with all relevant parties and monitor the progress of all cases.
- 8.10 It is important that this policy is read in conjunction with the College's 'Staff Code of Conduct' as supportive guidance.

9. Prevention of Violent Extremism – The 'Prevent' Agenda

- 9.1 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.
- 9.2 The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders should familiarise themselves with the revised Prevent Duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.
- 9.3 The full document can be viewed at:
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- 9.4 In the event of a concern being raised, the DDSL will consult with the DSL to will consider if a Should be submitted to ctu_gateway@westmidlands.police.uk

10. Online Safety

- 10.1 The continual development of internet and online platforms offer young people positive ways to connect, create, communicate and learn. However, there are also risks for young people online. The UK Safer Internet Centre categorises these risks into three key areas: Conduct, Content and Contact.
- 10.2 Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- 10.3 Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults.
- 10.4 Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying (KCSiE 2022).
- 10.5 The College has robust IT filters and monitoring systems in place in order to identify any inappropriate material being accessed, whilst also balancing the age and understanding our students at College, and their right to education and to support learning of some sensitive topics. An example of this could include a student accessing videos during a tutorial of risks and indicators relating to exploitation and grooming.

11. Mental Health and Wellbeing

- 11.1 The college is committed to supporting students who have a mental health difficulty and promoting positive mental wellbeing. The college actively engages with both local and national initiatives, including Mental Health Awareness Week, and Suicide Prevention Day to raise the profile of mental health within the college community.

- 11.2 New students to the college have the opportunity to disclose any mental health difficulties on entry to college. The Safeguarding and Wellbeing team will make contact with these students to ensure that internal support mechanisms and the referral process are shared.
- 11.3 Information will be shared with associated teachers, progress coach and support staff in order to best support the young person, and specific information (agreed with the student) will be visible on Cedar on the Student Summary page.
- 11.4 Staff members who are concerned about a student's mental health and wellbeing must make a referral to the Safeguarding and Wellbeing Team via Cedar: Mental Health Related Concern / *choose drop down option*.
- 11.5 If a member of staff is concerned that a student has caused harm to themselves, they must notify the Safeguarding Team who will, in negotiation with the student, dress any wound and share information with the parents/ carers of the student to ensure safety.
- 11.6 If the Safeguarding Team are concerned about immediate risk of life to the student within the building, parents / carers will be notified immediately and a member of staff must be present with the student at all times. The student will be asked to remain in the building, under supervision until an appropriate adult can collect the student.
- 11.7 Appropriate external referrals must be considered by the Mental Health and Wellbeing Manager and DSO / DDSO, for example CAMHS / Mental Health Access Team / Social Care / Police.
- 11.8 A safety plan will be completed with the student and any external services in order to ensure a safe return to the building.

12. Sexually Harmful Behaviour, Sexual Violence and Harassment

- 12.1 Schools and colleges not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSiE, 2022).
- 12.2 All reports of sexually harmful behaviour, sexual violence and harassment must be taken seriously, and this should be relayed to the young person making the report. They should feel safe speaking to any member of staff about their concern.
- 12.3 The DSO / DDSO will make a decision regarding any immediate action that is required to be taken, for example, removal of alleged perpetrator from shared classes and a risk and safety plan implemented to ensure the safety of both students.
- 12.4 Consideration will be made, in collaboration with the student where appropriate, regarding any external referrals that may be required, for example Section 47 referral if there has been significant harm caused, or likely to happen. The DSO / DDSO will await further guidance from social care practitioners.
- 12.5 The DSO / DDSO will make contact with the parents / carers of all students involved in the incident (unless this would be unsafe to do so) to ensure that appropriate supports are actioned away from the college building and to offer reassurance.

13. Staff Training & Support

- 13.1 The Safeguarding team will have regular updates and training at least annually.
- 13.2 All new members of staff must receive a safeguarding induction (including what and how to refer to the Safeguarding Team) a copy of the Code of Conduct, a copy of this Policy and Part One of Keeping Children Safe in Education, 2022.
- 13.3 All other members of staff will have safeguarding training updates at least annually.
- 13.4 All staff working at the College will receive Level 1 Safeguarding every three years, as advised by Safeguarding Children Board.

- 13.5 Members of the Personnel team and select members of CMT will have regular training on Safer Recruitment to ensure that all appointment panels have a member trained in this area.
- 13.6 Temporary and supply staff must be made aware of basic information in respect of the College's Safeguarding procedures, including the name of the DSO.
- 13.7 Support is available for members of staff who have received disclosures. In many cases, this can be a painful and disturbing experience for the recipient, who may in some cases require counselling support. Staff counselling can be arranged via Personnel.
- 13.8 A list of useful contact numbers can be found in Appendix 5 – Safeguarding Contact Information.

Implementation

The policy will be implemented by employees, governors and volunteers at the City of Stoke on Trent Sixth Form College.

Communication

This policy will be communicated to all staff. A copy of the policy will be published for easy access by members of the public, applicants, students and their families on the College Website.

Monitoring

This policy will be monitored throughout the academic year and then be revised in accordance with new statutory legislation.

Associated Information and Guidance

Safer Recruitment Policy
Student Performance Management Procedure

Related Documents

Keeping Children Safe in Education 2022
Working Together to Safeguard Children 2018
Staff Code of Conduct
Disciplinary Policy
Prevent Policy

APPENDIX 1:

Specific Safeguarding Issues

Children and the court system

There could be a number of reasons why a young person may need to attend at Court. This could include:

Family court due to conflicting parental views about what is best for a child / young person.

A young person may be asked to provide evidence as a witness in a criminal case

<https://www.cafcass.gov.uk/about-cafcass/>

[Going to Court and being a Witness](#)

Children missing from education

Children and young people who are missing from education or home/care can often be exposed to external vulnerabilities and risks, for example abuse and neglect, grooming and exploitation.

<https://www.gov.uk/government/publications/children-missing-education>

Children with family members in prison

Where a child or young person has a parent or other close family member in prison, they may have been witness to or involved in the act(s) that had led to the prison sentence. The Police may have raided the home, there may be gang involvement, substance misuse, parental mental ill health or domestic abuse. We therefore need to remain open minded as to what issues may be impacting on the child or young person (Safeguarding Network, 2021)

[Children with family members in prison | Safeguarding Network](#)

Child Criminal Exploitation

Child Criminal Exploitation happens when a group or individual uses an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. This can happen even when a young person appears to have consented to the activity and can also happen online.

[NSPCC - Signs and Support](#)

County lines

County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries, usually by children or vulnerable people who are coerced into it by gangs. The 'County Line' is the mobile phone line used to take the orders of drugs (National Crime Agency, 2021).

[County Lines - National Crime Agency](#)

Domestic abuse

Where a young person is living within a household that experiences domestic abuse, the impact on that young person can have a significant impact on their safety and emotional wellbeing. Young people could also be involved in an abusive and controlling relationship themselves and need support to recognise the signs.

[Victim Support - What is domestic abuse?](#)

[Home : Operation Encompass](#)

Homelessness

There are lots of reasons why a young person or their whole family may become homeless, including relationships ending, family breakdown or unsuitable accommodation. Young people who have no fixed address and are 'sofa surfing' will need advice and guidance on accessing appropriate housing support agencies.

[What is homelessness? - Shelter England](#)

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider 131 network of family or community pressure and can include multiple perpetrators (KCSiE, 2022)

<https://safeguardinghub.co.uk/honour-based-abuse-the-facts/>

<https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

[HM Government - The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage](#)

Preventing radicalisation and Channel

Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The Channel process is a multi-agency panel that identifies appropriate support mechanisms for individuals and their families.

[Staying Safe | Counter Terrorism Policing](#)

[The Prevent Duty](#)

<https://www.gov.uk/government/publications/channel-guidance>

Peer on peer/ child on child abuse

Peer on Peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, Child Sexual Exploitation, harmful sexual behaviour and gender based violence (Safeguarding Network, 2022)

[Peer on peer abuse | Safeguarding Network - confidence in safeguarding](#)

[Protecting children from peer-on-peer sexual abuse | NSPCC Learning](#)

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable (KCSiE, 2022).

[Sexual violence and sexual harassment between children in schools and colleges](#)

<https://sexualabusesupport.campaign.gov.uk/>

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge. It is a criminal offence and anyone of any sex, can be a victim (KCSiE, 2022)

<https://www.gov.uk/government/news/upskirting-know-your-rights>

APPENDIX 2: Out of Hours Safeguarding and Child Protection Guidance

**Duty Manager Contact number:
01782 854216**

Guidance Scope-

The following guidance is to be referred to during the following non-working hours:

- Monday-Friday: 4:30pm onwards
- Saturday/Sunday: all day

From 8:30am onwards, through to the end of the working day Monday-Friday, the College Safeguarding Team should be contacted via:

Safeguarding@stokesfc.ac.uk
07400 887220
Ext. 272

Scenarios:

In exceptional circumstances, you may find yourself privy to a safeguarding or child protection concern that requires immediate attention. Do not leave the college building without sharing your concerns with a member of the Safeguarding team, the DSO or the Principal.

This guidance should be followed if a member of staff receives information to suggest that a student is in danger, this could include (but not exhaustive):

- Notification of homelessness
- Notification of harm or risk of harm such as assault by another
- Notification of refusal to return home for disclosed or undisclosed reasons
- Notification of thoughts of suicide or self-harm
-

Judging the immediacy of the risk:

There are varying levels of risk when encountering a safeguarding concern, inevitably personal judgment will be required as to the seriousness and urgency of the situation and the appropriate course of action.

The safety of the individual concerned and of those around them is paramount. If you receive information and there are clear indications that the student is in imminent and serious danger, or threat to life you must contact 999 as an emergency welfare call.

If the concern is not an immediate risk to life but there is potential for significant harm, you must contact the Duty Manager phone number, who will advise (in liaison with the DSO / DDSO if required) on an appropriate action to take.

Outstanding Concerns:

Under no circumstance should a member of the College team leave the building without sharing with an appropriate person if they have a Safeguarding concern for a young person. The information can be shared with:

01782 848736 Ext. 274 Claire Gaygan, Assistant Principle, Designated Safeguarding Lead

01782 848736 Ext. 272 Charlotte Barker, Safeguarding Manager/ Deputy Designated Safeguarding Lead

01782 848736 Ext. 283 Julie Clews, Safeguarding Officer

Principal – Mark Kent – Principle, Ext. 212

If there is no one available on the numbers above, staff can use the Safeguarding Phone number: **07400 887220**.

There may be times when a disclosure is shared with a member of staff via email outside of the college hours (after 4:30pm). In those circumstances, staff should refer to the guidance above: **Judging the immediacy of the risk**.

APPENDIX 3:

City of Stoke-on-Trent 6th Form College

SAFEGUARDING QUICK GUIDE FOR THE DESIGNATED GOVERNOR

PROCEDURES:

1. Maintain contact with the member(s) of the College Management Team with responsibility for Safeguarding:
 - Claire Gaygan (Assistant Principal and Designated Safeguarding Officer)
 - Charlotte Barker (Safeguarding and Support Manager and Deputy Designated Safeguarding Officer)
 - Mark Kent (Principal)
 - Matthew Marshall (Deputy Principal)
2. Keep a copy of the College Safeguarding policy for reference;
3. Ensure that your basic safeguarding training is up to date; it must be renewed every three years;
4. Ensure that each year the governing body considers the college procedures on safeguarding: in the summer term at the meeting of Finance and Resources, followed by the Annual Safeguarding Report to Corporation and termly updates to Finance and Resources Committee.
5. Ensure that each year the governing body receives a report on staff compliance with the policy and on training undertaken by staff in the spring term at the meeting of Finance and Resources and Corporation.

IN THE EVENT OF AN ALLEGATION AGAINST A MEMBER OF STAFF:

1. Monitor the action taken by the college to investigate the allegation, making direct contact with the member of the College Management Team with responsibility for the investigation;
2. Be satisfied that appropriate measures are in place to safeguard students;
3. Be satisfied that appropriate measures are in place to safeguard the rights of the member of staff.

IN THE EVENT OF AN ALLEGATION AGAINST THE PRINCIPAL:

Take the lead role working with the Designated Safeguarding Lead in managing the process of investigating the allegation, following the procedures set out in the college's Safeguarding policy.

APPENDIX 4:

Source: Keeping Children Safe in Education

Further guidance if a student makes a disclosure to you that may relate to abuse or possible abuse.

(This applies to students who are legally defined as children or vulnerable groups)

If a student makes an allegation of abuse to you:

You should:

- Listen. Do not interrupt.
- Don't be judgmental or make the student feel bad
- Reassure them they are doing the right thing in telling you
- You **MUST NOT** promise them that you will keep the matter confidential. Explain to him/her that you have to report the matter to a Designated Safeguarding Officer, as this is your legal duty.
- Once the individual has finished speaking, it may be necessary to ask questions.
- Only ask questions if you are still unsure whether this is a Safeguarding issue. You are not conducting an investigation; you are simply establishing the key facts.
- Only ask simple, open, non-leading questions. E.g. if they tell you they have been hurt, ask "How did you get hurt?" rather than "Did someone hit you?"
- Once you know you are concerned enough to raise the matter with a Safeguarding Officer, don't ask any more questions.
- The matter should be **immediately** reported to a Designated Safeguarding Officer.
- If the DSO or DDSO is not available, raise the concern with the Safeguarding Assistant, or if not available then report to the Principal.
- If you are unsure whether this is a safeguarding concern or not, seek advice from the Safeguarding team who will advise of the next steps.
- The Safeguarding Officer will make a judgement as to whether a referral to Children's Services/Social Care or the Police is appropriate. If there is doubt, then advice must be sought from the Local Authority Education Advice Line of the Authority where that student resides.
PLEASE NOTE: If the student is distressed and you are unable to stay with them, contact a member of Student Services or another colleague to stay with the individual, until a Safeguarding Officer is available.

Advice to staff on recording an alleged abuse situation

Staff who receive reports of alleged abuse should make a record on Cedar as soon as possible; this can be added via:

Safeguarding Concern in the Pastoral Log.

The recorded concern should include:

- I. the date of the report and the alleged abuse (if different from the write up date).
- II. the time of the report and the alleged abuse
- III. the place where the alleged abuse happened
- IV. any other young people involved

- V. the nature of the alleged abuse
- VI. a description of any injuries or demeanour observed
- VII. the young person's account of the incident / alleged abuse – this should include the young person's own words as much as possible.

Remember the importance of NOT asking leading questions.

TED:
Tell me, Explain to me, Describe to me

APPENDIX 5:

Safeguarding Team – City of Stoke-on-Trent 6th Form College and other Useful Telephone Numbers

Name	Safeguarding Role	Tel	Email
Safeguarding Team	Main contacts	07400 887220	safeguarding@stokesfc.ac.uk
Claire Gaygan	Designated Safeguarding Lead	01782 848736 07423 095327 Ext - 274	claire.gaygan@stokesfc.ac.uk
Charlotte Barker	Deputy Safeguarding Lead	01782 848736 Ext - 272	charlotte.barker@stokesfc.ac.uk
Mark Kent	Principal	01782 848736 Ext - 212	mark.kent@stokesfc.ac.uk
Nigel Mansfield	Safeguarding and Equality Advisor	01782 848736 Ext - 251	nigel.mansfield@stokesfc.ac.uk
Julie Clews	Safeguarding Officer	01782 848736 Ext - 283	Julie.clews@stokesfc.ac.uk
Richard Waller	Designated Safeguarding Governor		Contact via charlotte.barker@stokesfc.ac.uk or Personnel
Dr. Charles Freeman	Designated Safeguarding Trustee	N/A	Contact via claire.gaygan@stokesfc.ac.uk or Personnel
Stoke on Trent Safeguarding and Referrals	Referrals to social care. (Automatically transfers to Out of Hours line after 5pm).	01782 235100	
Staffordshire First Response	Referrals to social care	0800 13 13 126	
Staffordshire Consultation Line	Education Safeguarding Advice	01785 895836	

In emergencies use 999 to contact the Police.

APPENDIX 6

Indicators of abuse and neglect (*Keeping Children Safe in Education 2022*)

All school and 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.

42. 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, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

43. 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.

44. 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 insofar as 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.

45. 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. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

46. 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.

47. 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.

48. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

APPENDIX 7

How to make a referral to the Safeguarding Team using Cedar



GUIDANCE FOR THE USE AND MONITORING OF SAFEGUARDING CHILDREN

I have read and understood the attached guidelines and I agree to comply with these guidelines at all times.

Signed:

Name:

Department:

Date: