

Helston Community College

Keeping Children Safe in Education Child Protection and Safeguarding Policy

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English, please inform the Designated Safeguarding Lead.



HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

“Safeguarding is everyone’s responsibility”

Key Information

- This policy was developed and adopted in: March 2017
- The policy will be reviewed in: March 2018
- The Designated Safeguarding Lead (DSL) is: David Lewis
- The Deputy Designated Safeguarding Lead (DDSL) is: David McDonald, Penny Laban
- The name of the Designated Teacher for Children in Care is: David Lewis
- The Single Point of Contact (SPOC) for the Prevent agenda is: David Lewis
- The Child Sexual Exploitation Lead is: David Lewis
- The named Safeguarding Governor is: Chris Webb

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality, by considering and reducing or removing inequalities and barriers that already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

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1. Introduction and Context:

1.1 Our responsibilities

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school, or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

This policy develops procedures and good practice within our College, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavour to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our College and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it. A paper copy is kept in the Safeguarding Additional Information file in the Staffroom.

The policy will be accessible to all visitors to the College, parents and carers through the College website and a hard copy will be available in the policy file in the College reception on both sites.

1.2 Meeting your communication needs

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English, please inform the Designated Safeguarding Lead.

1.3 Terminology

Child - includes everyone under the age of 18 years old

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

Parent - refers to birth parents and other adults in a parenting role, for example step-parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.

Governing Body - refers to all forms of governance within a multi-academy trust, academy or maintained school

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

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

1.4 Acronyms used in this policy:

DSL Designated Safeguarding Lead

DDSL Deputy Designated Safeguarding Lead

MARU Multi Agency Referral Unit

CSE Child Sexual Exploitation

FGM Female Genital Mutilation

KCSIE Keeping Children Safe in Education (Revised September 5th 2016)

CIOS SCB Cornwall Isles of Scilly Safeguarding Children Board

LADO Local Authority Designated Officer

1.5 Key Documents:

This is an overarching policy and should be read in conjunction with the following documents:

‘Working Together to Safeguard Children’ (2015), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

“Keeping Children Safe in Education” (Sept 2016), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

‘What to do if worried a child is being Abused: Advice for Practitioner’. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

“The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on schools). The guidance is available via the following link:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Children Missing Education – Statutory guidance for local authorities, September 2016. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Child Sexual Exploitation – Further guidance is available via the following links:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/safeguarding-topics/child-sexual-exploitation-and-missing-children/>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. This guidance is available via the following link:

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures: www.swcpp.org.uk

and

Cornwall and the Isles of Scilly Safeguarding Children Board www.safechildren-cios.co.uk

In accordance with the above procedures, the College carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Children Board.

This policy should also be read in conjunction with the following policies linked to safeguarding within the College. They include:

- | | | |
|--|---|--------------------------------|
| Anti-Bullying | E-safety | Health and Safety |
| Acceptable User Agreement | Behaviour | Recruitment |
| Whistleblowing | Visitor Protocols | Student Confidentiality |
| Staff Code of Conduct | Public Sector Equality Duty Scheme | |
| Supporting Students with Medical Conditions | | |

2: Our Principles:

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our College. Our College recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our College's activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice, or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Our College maintains an attitude of 'it could happen here' at all times.

2.1 Key elements to this policy:

- Establishing positive, supportive, secure working practices that put children first.

- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our College.
- Keeping child protection issues at the forefront of our work and knowing who the DSL is within the College.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly review them.
- Supporting children and young people in accordance with his/her agreed child protection plan.
- We will follow the procedures set out by the CIOS SCB and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- Ensure we have a DSL and a Deputy, who have received appropriate training and support for their role (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), online use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff, and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any offsite activity, led by the College.

3. Early Help:

There are situations that may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services. These children are therefore more vulnerable; this College will identify the children who are more vulnerable, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance, a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed, or the College wishes to make a referral, then they would contact the Early Help Hub.

These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.

Additional guidance can also be accessed by using the CIOS SCB multi agency threshold document. This guidance is available via the following links:

<https://www.safechildren-cios.co.uk>

<http://www.safechildren-cios.co.uk/media/18591641/multi-agency-threshold-guidance.pdf>

Within Cornwall, the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

Contact details:

Telephone: 01872 322277

Email: earlyhelphub@cornwall.gov.uk

Website: www.cornwall.gov.uk/earlyhelphub

4. Child Abuse:

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2015).

4.1: Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning/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.

4.2: Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

4.3: 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 or 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

4.4: Neglect

Is 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.

It may include a failure to:

- Provide adequate food, clothing and shelter.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators, which may assist in the identification of some forms of abuse, can be found in Appendix A.

5: Reporting your concerns:

5.1: General Principles

In the first instance, if a member of staff has a concern about a child, they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be, pass it on to your DSL. It may only be a small bit of information, but it helps to form a bigger picture.

If the DSL is not available, then speak to the DDSL.

5.2 If the DSL/DDSL are not available.

If there is an immediate concern about a child or their family, **any member** of staff can phone the MARU for advice and guidance, if the DSL/DDSL are not available.

Contact details: MARU 0300 123116

If the concerns arise out of office hours contact 01208 251300

If they are unsure, they can contact MARU for advice and guidance.

5.3 Contacting MARU (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible; when you phone include:

- Full name
- D.O.B & address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the College
- Factual information about the concerns you have

5.4 Making a referral in writing:

You will need to back any phone call up in writing, by completing the multi-agency referral form. This is available from the CIOS SCB website www.safechildren-cios.co.uk. You must then send it in by secure email, which is clearly highlighted on the referral form:

<https://www.cornwall.gov.uk/media/20401433/cornwall-inter-agency-referral-form.doc>

MARU Secure email: multiagencyreferralunit@cornwall.gcsx.gov.uk

5.5 Informing Parents

Schools should ensure they have spoken to the family about their concerns and proposed actions, unless to do so would place the child at risk, or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the College become aware of this.

5.6 Resolution of Professional Differences

In the event that the College disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy, also referred to as the escalation policy. The policy is available via the following link:

<http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

5.7 If the Child/Family are already known to Social Care

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the College is aware that the case is already open to social care, then they should contact the allocated worker. If they do not know the name of the worker, they can contact MARU who will provide contact details of the worker and/or their manager.

6. **Specific Safeguarding Issues:**

There are specific issues, which have become critical issues in Safeguarding, that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with, and have processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate Crime
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Schools and Colleges can access broad government guidance on the issues listed above via <https://www.gov.uk/government/organisations/department-for-education> and local procedures and strategies are available through www.safechildren-cios.co.uk

Helston Community College incorporates signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2016) provides more detail on the following:

6.1: Child Sexual Exploitation (CSE)

“Child sexual exploitation” is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. (KCSIE September 2016).

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the College.

In addition, the College would access the CSE tool kit on the South West Child Protection Procedures website www.swcpp.org.uk.

Potential indicators of CSE are contained within Appendix A.

6.2 Radicalisation/PREVENT

Helston Community College will ensure **ALL** staff, including Governors, adhere to their duties in the Prevent guidance 2015 to prevent radicalization.

(<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)

The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure All Staff and Governors implement the duty
- Ensure the risks of Radicalisation are referred to within all relevant policies, including Visitors, Anti-Bullying and E-Safety, as policies are updated.

Helston Community College will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children’s resilience to radicalisation.

When reviewing our PREVENT duties, we consider the guidance contained on the Safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The College is committed to providing effective filtering systems and this will include monitoring the activities of children when online in the College. We follow the guidance set out in Annex C (KCSIE September 2016). For more information, please refer to the Helston Community College E-Safety Policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the College, David Lewis, with any concerns.

Additional contact details:

Concerns can be discussed with:

- Prevent Lead for Cornwall: **Steve Rowell** email: prevent@cornwall.gov.uk
- **MARU** can also be contacted for advice: 0300 1231 116
- **Emergency Out of Hours:** Tel No: 01208 251300

For immediate and serious concerns, call the police on 999.

6.3 Female Genital Mutilation (FGM)

Helston Community College recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police, where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected, or actual cases of FGM, are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a student, they will follow procedures outlined within this policy.

Potential indicators of FGM are contained within Appendix A.

6.4 Peer on Peer Abuse

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:

- Language seen as derogatory, demeaning, inflammatory
- Bullying, including cyberbullying
- Gender based violence
- sexual assaults and harassment
- sexting

The reasons for this are complex and are often multi-faceted. We understand and have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents, with an expectation to eliminate this conduct in the College.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL, who will seek advice from agencies and professionals, including reference to the safeguarding procedures. This will involve, in the first instance, having a conversation with MARU.

The College is proactive and challenges this type of abuse. We use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer to the College Anti-Bullying, PSHE, and E-Safety policies.

6.5 Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities, can face additional safeguarding challenges.

Helston Community College recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs, or disabled child, will be reviewed regularly, and consideration given to any additional vulnerabilities they may have, which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child, in relation to their safety and welfare, Helston Community College will follow the same procedures as outlined within this policy and liaise with the DSL initially.

6.6 E-Safety/Online Safety

Mobile phones, laptops, iPads, and other online type products, are integrated into all our lives. However, there are those that seek to use these devices inappropriately. The link below provides more information about online safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-Safety-Standards>

Helston Community College takes online safety very seriously, both in terms of our students and all of our staff. Please also refer to our College E-Safety Policy and acceptable use agreements.

6.6.1 Filtering

Helston Community College is adhering to the guidance within the revised KCSIE guidance (September 2016) Annex C and this is reflected within our E-Safety Policy.

6.7 Domestic Abuse

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

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening, or may be reluctant to do so, hoping that someone will realise something is wrong.

6.8 Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action, including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the College day.

6.8.1: EHE - Elective Home Education

We will advise the Local Authority of when children leave our College to be electively home educated at the earliest opportunity.

6.8.2: Reduced Timetables

Should a reduced timetable be instigated or be necessary, guidance will be reviewed with the aim that the child returns to College full time at the earliest moment, or other provision is sought to ensure the child/young person receives their full entitlement. See the Local Authority guidance document (v2.0, November 2016).

6.9. Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2016)

A designated child in care lead has been appointed from the senior leadership team. In Helston Community College, this person is currently **David Lewis**.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents, or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated child in care lead will have details of the child's social worker. They will have drawn up a Personal Education Plan (PEP), in consultation with the Children in Care Education Support Service (CICISS).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council, regardless of whether there are currently children within the College who are in care.

6.10 Young Carers

As a College, we recognise the needs of young carers, in that they can be more vulnerable, or placed at risk. We aim to be able to identify young carers and ensure that they are supported to help reach their potential, with an understanding that staff and volunteers may need to refer to early help services for an assessment of their needs, via the Early Help Hub.

6.11 Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place), or marrying someone who lacks the mental capacity to consent to the marriage (coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. However, the choice of whether or not to accept the arrangement, remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. **ALL** Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the College had a concern regarding a child who this may apply to, immediate contact will be made with MARU for guidance and advice.

6.12 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer, by someone who is not a member of that child's immediate family. In such a case, the local authority should be informed.

If the College is aware of such an arrangement being in place, they must advise the family that the College have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

7. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g. where the safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately. They should then contact MARU.

8. Record Keeping:

Well-kept records are *essential* to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school, if a child or young person transfers, in line with current local authority guidance.

9. Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our College.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances, the Headteacher must be informed. If the Headteacher is not available, then the DSL should be advised.

If the allegation concerns the Headteacher, then the CEO and Chair of the Trust in a MAT and the Chair of Governors in a maintained school must be informed.

In all situations, regarding an allegation of abuse against a member of staff / volunteer / governor the College must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will:

- Contact the LADO for advice;
- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation, is deemed necessary;

- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed, as a result of the allegations founded, or would have been if they have resigned.

Contact details LADO: 01872 326536

If a referral needs to be made, then this must go through MARU, who will then pass it on to the LADO team. The referral form can be found at:

<https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

10. Whistleblowing:

Please adhere to the College Whistleblowing Policy.

Whistleblowing Governor: **Mr Chris Webb**

In the event that you do not feel able to follow the College whistle blowing policy but remain concerned, you must discuss your concerns with an appropriate independent body. In this situation, you could contact: **NSPCC Whistleblowing helpline: 0800 028 0285**

11. Key Safeguarding Roles and Responsibilities: (see Appendix D)

11.1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Helston Community College follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

11.2 Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

11.3 Governing Body including the role of the Safeguarding Governor

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2016). In addition we have outlined these responsibilities in Appendix D.

12. Safer Recruitment (also refer to our Recruitment policy)

Our College operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safe recruitment training through an accredited training programme

We hold a Single Central Record (SCR), which demonstrates we have carried out the range of checks required by law on our staff.

Our College complies with the requirements of KCSIE, September 2016 - Part 3

Our College complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

13. Attendance at Child Protection Conference:

If a child or young person becomes the subject in a Child Protection Conference, as a College we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances, another member of staff may attend with them. The reason this responsibility is not delegated is that the DSL has the overall training and accountability to act on behalf of the College, including agreeing their role in any child protection plan, as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting, prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan.

14. Training:

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016)

All staff members will receive appropriate safeguarding and child protection training / briefings, which will be regularly updated (minimum of yearly). In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings, where safeguarding will be a standing item on the agenda of every staff meeting and full governors meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and what to do if a Child discloses abuse.

Our DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole College training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL, to be able to better undertake their role and support the College in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our College.

Our Governing Body will have access to basic safeguarding training within the College. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body, in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training, the safeguarding governor may wish to access multi-agency safeguarding training, at least every two years.

15. Extended School and Offsite arrangements:

All extended and offsite activities are subject to a risk assessment, to satisfy health and safety and safeguarding requirements. Where extended school activities are provided and managed by the College, our own safeguarding/child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend offsite activities, including day and residential visits, we will check that effective safeguarding/child protection arrangements are in place.

16. Photography and images:

Guidance is provided in our E-Safety Policy, but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this College.

17. Supporting Staff:

Our College recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The College hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in College who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

In addition, the member of staff should be able to access support through:

- **Their own GP**
- **The Samaritans** Phone: 116 123
- **NSPCC HELPLINE** Phone: 0808 800 5000 (not just there for children)

The DSL and Safeguarding Governor will take responsibility for updating this policy and information for all staff and the governing body with key changes.

Appendix A: Signs and Indicators of Abuse:

A more comprehensive list will be considered within staff training however, this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises - in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns - shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for, which may be based on faith or cultural issues that are different to ours.

In respecting these differences, we must not be afraid to raise our concerns, if we believe the care being given to the child may be impacting on their safety and welfare.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

Emotional Abuse

Emotional abuse can be difficult to identify, as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared-for may nevertheless be emotionally abused by being taunted, put down, or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children, which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women, or other children, who use children to meet their own sexual needs, abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Child Sexual Exploitation (CSE)

Many aspects of CSE take place online, so it may be difficult to identify this within College. However abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked, they do not know personally
- Disengagement from education

- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual, it is important that you do not assume it could not happen here.

Indicators may include:

- Days absent from College
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM

Appendix B: Dealing with a Disclosure of Abuse

It is extremely important that if a child discloses, you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within College. These are the key principles:

If:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

You RECORD AND REPORT:

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained, or why a child appears upset.
- E.g. How did you?
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanour or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations; rather, encourage the child to say what she/he wants, until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell, this is reported immediately

Asking questions is fine to help understand what the issue is **BUT** you must ensure the questions are open and give the child the ability to clarify.

It is important **NOT** to ask leading questions e.g. Did ----- Was it -----?

It is important to know when to stop asking questions and listen.

It is important not to interrogate.

Types of Questions you can ask:

- Tell me? (tell me what happened)
- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the child if something concerning did happen, or could have happened, from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

Staff **MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret

APPENDIX C: Procedures if an allegation is made against a College staff member (including volunteers and governors).

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the Headteacher, regardless as to whether they are the designated safeguarding lead, as they are ultimately responsible for all staff within the College.

If the allegation concerns the Headteacher, then the Chair of Governors or the Chair of the Trust, should be informed immediately.

In all situations, there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available, then MARU can be contacted for advice and guidance. If they feel a referral should be made, then they will advise you to complete the appropriate referral form.

Please follow the link to:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/policies-procedures-and-referrals/>

This should then be sent in via MARU.

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help.

Appendix D : Key Roles and Responsibilities:

Designated Safeguarding Lead (DSL):

The College follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

Deputy Designated Safeguarding Lead (DDSL):

As above. They will be trained to the same level of the DSL .

The College also identifies and trains Deputy Designated Safeguarding Leads (names at the start of this policy). They are trained to the same level as the DSL. These staff meet regularly as a team and records are kept centrally to ensure that there is a consistency of safeguarding provision across the College.

Governing Body:

You should adapt to meet the requirements of your own governance, but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2016), this includes:

- Taking leadership responsibility for the College's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis
- That they are up-to-date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role.
- The designated safeguarding governor visits the College regularly to review safeguarding within the College and includes within visits regular discussions with children
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the College. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the College.

- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during College hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the College on these issues;
- We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every full governing body meeting.
- That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the College) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistle blowing governor.
- That all Staff, (including volunteers and frequent visitors) who will be working in the College are given a mandatory induction, which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed, if anyone has any concerns about a Child's Safety or welfare, and knowledge about the College's policies and procedures.
- That all Staff have regular reviews of their own practice, to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training, which is regularly updated. Safeguarding briefings and updates are given to all staff, including governors, a minimum of yearly.
- To ensure that children are taught about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, including PSHE.
- We have in place an E-Safety Policy, equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a student who is the subject of a Child Protection Plan.
- That we notify Children's Social Care, if it is thought or known that a child or young person may be Privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers, as appropriate, including displaying on the College's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes, as well as changes to mandatory national guidance and local processes, are reflected within the relevant policies and procedures within College.

Appendix E: Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this, that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis. The following are some of the key messages, which from a College perspective, we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light, if you are concerned about bruising or marks
- If you see an injury to one child, always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/learning disability/stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Appropriate representation is needed at key meetings - Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices

Appendix F: Children Missing from Lessons

We will monitor unauthorised absence, particularly where children go missing on repeated occasions. We will report such absences without delay to the appropriate agencies.

Registers are taken electronically at the beginning of all lessons within fifteen minutes of start time.

Teaching staff are instructed to alert the Attendance Office if a student who has previously been marked Present is not in their lesson.

The attendance team also undertake a register check at the beginning of every lesson.

If a child who was present in previous sessions is marked absent by the teacher, the Attendance Team contact the teacher concerned, to ask if the student has since arrived in the lesson and then amend the mark to a Late.

If a student is missing from class, the following steps are taken by the Attendance Office:

- Check with nurse, counsellors, Flexible Learning Zone and IER to see if the student is with them
- Check with Reception staff to see if the student has signed out of College
- Check all toilets
- Contact parent/carer to alert them to the fact that their child's location is currently unknown
- Follow Risk Assessment for students with individual plans

Appendix G: Self-Harm

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. College staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

2. Scope

This document describes the College's approach to self-harm. This policy is intended as guidance for all staff, including non-teaching staff and Governors.

3. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm, their peers and parents/carers

4. Definition of Self-Harm

Self-harm is any behaviour where the intention is to deliberately cause harm to one's own body, for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors:

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors:

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

6. Warning Signs

College staff may become aware of warning signs, which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children:

David Lewis

David McDonald

Penny Laban (Post 16)

Karen Harvey

Possible warning signs include:

- Changes in eating/sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing / appearance

7. Staff Roles in working with students who self-harm

Students may choose to confide in a member of College staff if they are concerned about their own welfare, or that of a peer. College staff may experience a range of feelings in response to self-harm in a student, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students, it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of College staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at risk of harming themselves, then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept, even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in, or suspected to be at risk of engaging in self-harm, should consult one of the designated teachers for safeguarding children.

Following the report, the designated teacher will decide on the appropriate course of action. This may include:

- Support from the pastoral team
- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor/support service
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- **In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times**
- **If a student has self-harmed in College, a first aider should be called for help**

8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences, so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend, they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms, may value the opportunity to talk to a member of staff either individually, or in a small group. Any member of staff wishing for further advice on this, should consult one of the designated teachers for safeguarding children.

When a young person is self-harming, it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally Colleges discover that a number of students in the same peer group are harming themselves.

Appendix H: Non-resident Parents

At Helston Community College, we aim to promote the best interests of the child, working in partnership with all parents where possible. This document is an attempt to clarify to all parties what is expected from separated parents who do not reside with their children and what can be expected from the College and its staff.

Parental Responsibility

In order to help us to look after children whilst they are in our care, staff at Helston Community College are required at the admissions interview to ask parents to provide certain information, such as names of every parent or carer and their addresses and contact details etc. They are also required to ask who has Parental Responsibility for the child. This is important because it allows the College to be sure who has the right to make decisions about a child's education and medical treatment. However, parental responsibility is a very specific legal term and many parents may be unaware of how it is applied:

- All mothers automatically have Parental Responsibility.
- If a child's parents were married at the time of the birth, both parents automatically have Parental Responsibility.
- For children born from the 1st December 2003 where the father's name is on the birth certificate, the father and mother will both have Parental Responsibility.
- In all other cases, fathers are required to officially obtain Parental Responsibility.
- Parental Responsibility can only be lost through legal adoption.

Those with Parental Responsibility as defined above are entitled to share in the decisions that are made about their child and to be treated equally by schools and colleges. In particular, these entitlements include:

- The right to appeal against admission decisions
- The right to participate in Ofsted & College based questionnaires
- The right to be asked to give consent; e.g. to the child taking part in school trips. Non-resident parents must contact the college if they wish for their consent to be received for school trips and visits.
- The right to request access to the child's educational record
- Participation in any exclusion procedure
- Attendance at parent meetings/College events. Non-resident parents on the College mailing list will receive a letter informing them of the date of the Parent Teacher Consultation evening, asking if an appointment is required. The usual custom is for both parents to attend the same meetings.
- Access to College records and copies of College reports, including:
 - One annual full report
 - One progress report for each Parent Teacher Consultation evening
 - Access to an online reporting system, 'pupilinfo', which is updated three times a year.
- Access to newsletters and letters which advertise College events, can all be viewed through the College website.

- The right to initiate or be involved in the procedure for obtaining a *statement of special educational needs* for the child.
- The right to withdraw the child from religious education and collective worship and sex education. In order for this to occur the agreement of both parents would be required.

These entitlements cannot be restricted without a specific Court Order. The College does not have the power to act simply on the request of one parent to restrict another.

The College will not seek to make judgements about individual circumstances, but will treat both parents equally, unless there is a specific ruling in existence. Staff will never pass judgement on either parent to the child.

We will maintain our open door policy with all parents, and the Head of Progress and/or Head Teacher will be available by appointment to discuss any issues. The College is under no obligation to inform the resident parent, if the non-resident parent contacts the College.

It is important that schools balance the requests of parents with their legislative duties.

Having parental responsibility does not allow a parent to obstruct the College from carrying out their duties under legislation. For example: a natural parent, with parental responsibility, informs the College that they do not wish their child's step-parent, who does not have parental responsibility but does have care of the child, to receive educational information about that child. The school should inform the natural parent that they cannot comply with that request.

Court Orders

Upon receipt of any Court Order restricting access to a parent, the College retains the right to consult the Local Authority before taking immediate action. The College is only obliged to comply with an order if it is properly notified and has received a copy for its files, and only to the extent that it relates to Helston Community College. In the event that the College is not informed of the existence of such an order, neither parent will have rights superior to the other. Only a Court Order stating the arrangements is deemed to be valid; a letter from a solicitor is not sufficient.

Parents should therefore ensure that the College is provided with a copy of the most recent Court Order in place, so that the College's duties in respect of child safeguarding are supported.

Disagreements between parents must be resolved between the parents and cannot be resolved by the College or local authority.

College Communications

The College recognises that, while the parents of some students may be divorced or separated, both have a right to be informed of, and involved in, their child's education. However, we expect that parents, whatever the nature of their separation, will do all they can to communicate with each other and share information from and for the College, for the benefit of their child. It is assumed that the parent with whom the child principally resides will keep the other parent informed.

For all day to day communications, the College will only contact the resident parent. This includes informing resident parents of any:

- Personalised educational support the College is providing for the student
- Serious behaviour incidents involving the child
- Accidents or injuries
- Illnesses which require a student to be collected from the College early

Unless the non-resident parent has specifically asked the College to receive consent from them for trips, the College will act on consent from the resident parent. In cases where the non-resident parent wishes to be consulted, consent from both parents will be needed before the child takes part in any trip or visit. The College cannot hold places for students whilst parents consult, and the onus is on the family to indicate that both parents give consent. We do not send text messages to non-resident parents, which give information on cancelled activities and reminders regarding events in the College.

We do, however, recognise that communication between parents is not always possible. If an estranged parent (one who is not on the College records) wishes to receive information from the College such as progress reports or an invitation to attend parent / teacher meetings they should contact the child's Head of Progress in writing with a specific request for separate communication.

Should an estranged parent seek information or access to his/her child, the College will always inform the main carer of this to check Parental Responsibility and ensure no Court Order is in place. Proof of identity and of Parental Responsibility of the non-resident parent will always be required in these cases.

Collecting a Child from College

If a parent has parental responsibility, the College cannot refuse that parent the right to collect their child from the College. There must be a legitimate reason for removing the child during the normal College day. If there are any contentious issues the Resident Parent should inform the College. Any safeguarding issues will override Parental Responsibility in the short term.

Changing a Child's Surname

A student should be registered on the College admission register with the name that appears on their birth certificate, even if they are known under a different name.

Although an adult may change their own surname informally or by deed poll, a parent who wishes to change the surname of their child must have the consent of all those who have Parental Responsibility for the child, or a Court Order specifically permitting them to have the child's surname changed. Proof of this consent or Court Order will be needed to alter the College records. Even informal arrangements for a child to be known as a new name or via a hyphenated name require consent.

Students over 18 years of age

Once a student reaches 18, they are legally allowed to determine who the College passes personal and academic information to. If students have informed us in writing to remove

parental responsibility from either parent (resident or non-resident) the school will be unable to disclose information without the student's express permission.

Contact details

If non-resident parents want to be kept informed by the College, they are required to keep the College informed of current contact details, including postal and email addresses. Postal and email address details will be checked, via a letter once a year. If the College does not receive confirmation by the specified date on that letter, then the College will be unable to send College reports (or any other information regarding your child).

In cases where the College does not know the whereabouts of a non-resident parent, it will make the resident parent aware that the other parent is entitled to be involved in their child's education and request that information is passed on.

Day to day procedures and practice:

All Staff:

- When responding to contact from a previously unknown parent (i.e. not a contact on SIMS), they must check identity and, as far as is possible, contact the resident parent.
- Should be mindful to protect the private data of each parent from any other and avoid inadvertent disclosure (particularly as some parents will have been, or may be risk of being, a victim of domestic violence).
- Be aware that changes to the student's name in the College records, following the breakdown of a marriage, cannot be made unless consent to effect the change is given in writing from the other parent.
- Be aware of the procedure to follow when releasing a child to a non-resident parent.
- Be aware when arranging trips and visits which students need consent from both parents. One consent form is required but both parents should provide written consent.

Administration Staff:

- That both biological parents are included on the enrolment forms for new students.
- Ensure that names and addresses of all parents, where known, are included in the admission register and also in pupil records and are available to the pupil's teachers;
- Ensure that the College has details of who to contact in the case of an accident or medical emergency;
- Ensure that contact details, including names and addresses, of all parents are forwarded to any school to which the pupil moves;
- Ensure that details of Court Orders are noted in a pupil's record.

Heads of Progress:

- To enquire about any non-resident parents and any Court Orders at the initial interview.
- To ensure that all new students have the names of both biological parents on the enrolment form, along with details of any Court Order.
- Inform new resident parents that the non-resident parent is entitled to be involved in the child's education, although the College can do nothing if the resident parent refuses to share information on the student with the non-resident parent.

Acknowledgement

This policy is based on the template sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016. It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor).