Safeguarding and Promoting the Welfare of Children

(Child Protection Policy)

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<th>Applies to</th>
<th>All students in college and boarding premises</th>
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<td>Approved by</td>
<td>I certify I have reviewed this policy and verify that to the best of my knowledge it reflects current legislation and is in accordance with the wishes of the Principal and the Board of Directors</td>
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<td></td>
<td>Gareth Davies (Principal)</td>
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<tr>
<td>Annual Review</td>
<td>Reviewed: January 2017</td>
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<td>Next review: August 2017</td>
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**Safeguarding Staff:**

| College Designated Safeguarding Lead | Carol Milstead |
| College Designated Safeguarding Officers (Supporting the lead) | Gareth Davies |
| Designated Safeguarding Governor | Paul Ludlow |
| Astrum Safeguarding Nurse | Theresa Al-Rabee |

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance ‘Working Together to Safeguard Children’.

Keeping Children Safe in Education (DfE 2016) states ‘Safeguarding and promoting the welfare of children is everyone’s responsibility’. This policy supports all staff in maintaining this responsibility. This policy and part one of Keeping Children Safe in Education forms part of induction for all staff.

Advice and Guidance to staff on disclosures and reporting allegations are contained in the appendices to this policy. All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

This policy should be read in conjunction with the:

- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Health and Safety of Students on External Visits Policy
- Substance Misuse Policy
- Safer Recruitment Policy
- Staff Disciplinary, Grievance and Whistle-blowing Policies

Rationale
Duff Miller College takes very seriously its duty towards all its students who have been entrusted to its care and seeks to provide a College environment where all children are safe, secure, valued, respected, and listened to. All staff have a full and active part to play in protecting students from harm. We believe that our College should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

Introduction
Duff Miller College understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures. As a boarding school, Duff Miller College is aware of the increased vulnerability of students who live away from home.

Duff Miller College fully endorses Safeguarding legislation and government guidance which says that safeguarding means:

• protecting children from maltreatment;
• preventing impairment of children’s health or development;
• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
• taking action to enable all children and young people to have the best outcome.

and that: “the action we take to promote the welfare of children and protect them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.” (Working together to safeguard children (HM Government 2015)

The aims of Duff Miller College Safeguarding Policy are:

• To support each young person’s development in ways that will foster security, confidence and independence;
• To raise the awareness of both teaching and support staff of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse;
• To provide a systematic means of monitoring young people known or thought to be at risk of harm; and to emphasise the need for good levels of communication between all members of staff, as between themselves and with senior management;
• To develop a structured procedure within the College which will be followed by all members of the college community in cases of suspected abuse and to foster an environment and culture where those procedures will be readily invoked;
• To develop and promote effective working relationships with other agencies, especially the police and Social Services;
• To ensure that all adults within our College who have access to children have been subjected to the suitability checks required by the Disclosures Barring Service and
Legal Framework
Duff Miller College is aware of its obligation to make arrangements to safeguard and promote the welfare of students at the school as set out in Sections 157 and 175(2) of the Education Act 2002, the statutory guidance documents, Keeping Children Safe in Education (DfE, 2016).

The college’s Designated Safeguarding Lead (DSL), leads safeguarding within the college and will liaise with the appropriate London Safeguarding Children Board (LSCB) as required. The DSL is supported by the Designated Safeguarding Person (DSO) reports to the DSL. In line with national minimum standards, and consistent with the LSCB procedures, the College has an appropriate policy on child protection and response to allegations or suspicions of abuse. The policy is known to staff and is made available to parents and other stakeholders on the College website or on request.

Further information on Preventing Radicalisation
From April 2015 the Counter-Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Procedures
Our child protection procedures and procedures for dealing with allegations of abuse are in accordance with locally agreed inter-agency procedures. These procedures are set out in the next pages. Appendix 2 offers a summary for staff on Disclosures and Reporting arrangements and Appendix 1 offers guidance to staff so they do not place themselves or students at risk of harm or risk of allegations of harm. Appendix 3 outlines the definitions and signs of abuse.

Training
All staff are given training at whole college in-service training days at the beginning of every academic year. The training is normally provided by an NSPCC, LSCB and CEOP-trained Safeguarding and Child Protection trainer. It aims to develop staff’s understanding of the signs and indicators of abuse and to know how to respond to a student who discloses abuse. All staff who have attended receive a certificate in basic Safeguarding and Child Protection awareness and sign a certification sheet confirming they have read and understood Part 1 of the KCSIE (2016). A record of this training is kept in personnel files.

All new members of staff, temporary staff and volunteers meet with the college’s DSL as part of their induction training and are provided with a copy of our child protection procedures and are required to read Part 1 of the KCSIE (2016). They are informed of the arrangements for
child protection, including the procedure for reporting allegations. All new staff also complete a level 1 safeguarding course as part of their induction. The DSO and DSL attend level 3 training run by appropriate training providers and their training is updated every two years.

All staff, including ancillary staff, temporary staff or volunteers, are provided with induction training which includes

1. the college’s child protection policy;
2. the staff code of conduct;
3. the identity of the DSL and DSO;
4. a copy of Part 1 of KCSIE.
5. online Safeguarding training

Whole College updates on child protection updates or training are also provided regularly.

**Early Help for Students (those concerns not considered a safeguarding issue)**

The college Heads of Year, Head of Boarding, Nurse, Director Welfare and DSL meet fortnightly to discuss student welfare concerns. All staff can refer a student to this group for discussion. Also any member of this group is available to discuss any student welfare needs and the group work together to highlight students requiring early intervention. This group has access to a range of specialist professionals, such as counsellors, medical services and local authority staff.

The DSL leads this group in its decision-making regarding the welfare needs of students and will make a judgement whether or not a concern has reached the threshold of becoming a safeguarding concern. The DSL will be responsible to maintaining records of these meetings.

**Taking Referrals**

Whilst the guidance places the responsibility of making decisions about referrals with the college’s DSO, the importance of children receiving the right help at the right time to address risks and prevent issues escalating and the importance of acting on and referring the early signs of abuse and neglect is such that staff can seek advice or report allegations directly to the Local Safeguarding Children Board. Similarly, staff have the right to contact the LSCB directly if they feel a situation is not improving or to challenge inaction.

In addition, staff should differentiate between children who are in need of additional support from one or more agencies and children who have suffered or are at risk of suffering serious harm. Children who have suffered or are at risk of suffering serious harm must be reported to children’s social care immediately.

Children who are in need of additional support from one or more agencies need to use the CAF (Common Assessment Framework) and “Team Around Child” (TAC) approaches.

**Informing Parents**

Parents are made aware of the responsibilities of staff members with regard to child protection procedures within information provided on joining the College. A copy of this policy is also made available to parents on request and on the College website. This is explained in annual communications to parents.
Safer Recruitment

The college carries out all the required checks on staff in line with guidance laid down in Keeping Children Safe in Education (2016) and Working Together to Safeguard Children (2015), a copy of which is available in the Staff Room or may be downloaded at https://www.education.gov.uk/publications. The College’s Safer Recruitment Policy gives details of the pre-employment checks undertaken by the College for the suitability of potential employees to work with children. For more details, please refer to the Safer Recruitment Policy.

Volunteers

Arrangements for volunteers will vary according to whether or not such individuals are defined as being involved in regulated activity (Independent Schools Standards part 4 paragraphs 190, 191 and 192). All volunteers are provided with a copy of this policy (for which they must sign to indicate that they have received and read it) prior to undertaking any activity where they will have access to students (e.g. accompanying College trips) which highlights their responsibilities and the policy as it relates to them. The Designated Teacher responsible for the activity/trip will have regard to the guidance Keeping Children Safe in Education (2016) and consult with the DSL in deciding whether a Disclosure and Barring Service (DBS) Disclosure should be obtained in respect of a volunteer. More details on these requirements can be found in the College’s Educational Visits Policy.

Staff working with College Students

The College requires appropriate checks to be made on staff employed by other organisations working on the college site and likely to have unsupervised access to children. The College’s Educational Visits Policy requires trip organizers to check with other organisations (e.g. residential centres, museums) to verify that their employees working with our young people have undergone satisfactory checks on their suitability to work with children.

Allegations Against Staff or Volunteers

We are aware that there may be many ways in which an allegation is made:
• a student or member of staff or a volunteer may make an allegation against a member of staff or a volunteer.
• A young person may make the allegation to another student, a parent, a member of staff or a volunteer.

All staff and volunteers must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or volunteers. If an allegation is made, the member of staff or volunteer receiving the allegation MUST immediately inform the DSL or, in their absence, the DSO. On all such occasions, the DSL will discuss the content of the allegation with the Principal Head of Boarding & Welfare. If a young person informs his or her parent of any such allegation the College reasonably expects that the parent will report the allegation to the College and other appropriate authorities (see Appendix 5: Useful Contact Numbers), to enable appropriate enquiries to be undertaken.

The DSL will contact the Local Authority designated officer (LADO) immediately to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.

Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The College will consider carefully whether the
circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The College will give due weight to the views of the LADO and the policy when making a decision about suspension.

If the allegation made to a member of staff or volunteer concerns the Principal or a member of the Senior Leadership team, the DSL will directly inform both the Principal Head of Boarding and Welfare and the Chief Executive who will consult with the LADO. In cases of serious harm, the police will be informed from the outset. The College will follow the LSCB procedures for managing allegations against staff. In accordance with the guidance issued by the DfE, all considerations and investigations carried out by the College related to an allegation will eradicate any unnecessary delays. Suspension of the individual subject to the allegation will not be automatic and will only be applied if there is no reasonable alternative. The reasons and justification for such a decision will be recorded by the College and the individual will be notified of the reasons. Appropriate pastoral care and a named contact will be put in place for any suspended member of staff. Allegations that are found to be malicious will be removed from personnel records and any that are unfounded or malicious will not be referred to in employer references. Young people who are found to have made malicious allegations will be subject to the College’s Behaviour Policy and, after investigation, sanctions may include temporary or permanent exclusion, in addition to a referral to the Police if there are grounds to believe that a criminal offence has been committed.

If the allegation is against a member of staff in boarding, the College will make arrangements for alternative accommodation away from children in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so schools must make every effort to maintain confidentially and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

The College is committed to promptly reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

Independent schools are also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) and the DBS where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is also necessary for a referral to be made to NCTL, as the two bodies use different criteria for their respective judgements.

For further information please refer to the NCTL document: Teacher misconduct: the prohibition of teachers: Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession (2014).
Policy Review

Safeguarding procedures are reviewed annually by the DSL with support from the Safeguarding Governor as well as being approved by the Governing body. The DSL produces a monthly report for the Principal Head of Boarding & Welfare as Safeguarding Governor who in turn submits this for the consideration of the governing body. The DSL, in consultation with the Principal Head of Boarding & Welfare, is responsible for ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay. Safeguarding and Welfare is a standing item on all major committees and staff are encouraged to bring any matters of concern to the attention of a senior member of staff without delay. The DSL and the Principal Head of Boarding and Welfare meet regularly and will have termly meetings also involving the DSO and Principal where the Safeguarding and Welfare Policy will be reviewed and revised as necessary. The basis for, and nature of, any changes will be published to all staff, and parents or students as appropriate.

If there has been a substantiated allegation against a member of staff, the College will work with the LADO to determine whether there are any improvements to be made to the college’s procedures or practice to help prevent similar events in the future.

Responsibilities

At board level (Governors) the Principal Head of Boarding and Welfare is designated to take responsibility for safeguarding and promoting the welfare of children and is responsible for policy. The Governing body undertakes an annual review of the College’s policies and procedures (in the Autumn Term or more frequently as required) and considers how the College’s duties have been discharged. The Principal, DSL and the staff are responsible for implementation.

The Principal Head of Boarding and Welfare (PHBW) as Safeguarding Governor acts on behalf of the CEO and advises and offers guidance to the college senior management team on all issues relating to safeguarding, welfare and boarding. The PHBW will carry out compliance visits to the colleges to ensure all welfare policies, including safeguarding are being applied.

Schools are required to report to the Secretary of State, via the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

In this context, ceasing to use a person’s services includes:

• dismissal; non-renewal of a fixed-term contract;
• no longer engaging/refusing to engage a supply teacher provided by an employment agency;
• terminating the placement of a student teacher or other trainee;
• no longer using staff employed by contractors;
• no longer using volunteers;
• resignation;
• voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. ‘Compromise agreements’ cannot apply in this connection, or where the individual refuses to cooperate with an investigation.
The College has a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

**Designated Safeguarding Persons**

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<th>The Designated Safeguarding Lead who takes responsibility for dealing with child protection issues and liaising with other agencies is Carol Milstead.</th>
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<td>Gareth Davies is the Designated Safeguarding Officer (DSO).</td>
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Both the DSL and the DSO have level 3 child protection training provided by relevant agencies.

In the absence of the DSL, the DSO is responsible for:

- Adhering to the LSCB, LA and College procedures with regard to referring a child if there are concerns about possible abuse;
- Keeping written records of concerns about a student even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from general student records;
- Ensuring that an indication of further record-keeping is marked on student records;
- Ensuring that any student currently on the child protection register who is absent from college without explanation for two days is referred to Social Services. In such a case, where the child has not attended the first lesson, contact is made as soon as possible to find out what explanation is given for absence. Depending on the response received, a referral will be made more urgently.

A full copy of the Designated Safeguarding Lead job description can be found in Appendix 6. Staff may report allegations or get advice from the DSL or directly from the Local Safeguarding Children Board (see Appendix 5 for contact information).

**Supporting Children**

We recognise that a young person who is abused or witness’s violence may find it difficult to develop and maintain a sense of self-worth. In these circumstances a child may feel any of the following: helpless, humiliated, and self-blame. Duff Miller College will support all students by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of young people;
- Ensuring that young people have access to a source of counselling, either at College or through an outside agency;
- Notifying Social Services as soon as there is a significant concern, after discussion with the LSCB or the appropriate LA for the young person concerned.
- Providing continuing support to a student who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the young person’s new school.
- Gaining assurance that the employees of any other organisation supervising students on a different site have undergone the necessary checks.
Confidentiality
We recognise that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The DSL will only disclose any information about a young person to other members of staff on a ‘need to know’ basis. All staff must be aware that they have a professional responsibility to share information with other agencies, through the defined school channels, in order to safeguard children. All staff must be aware that they cannot guarantee confidentiality to a young person when listening to any disclosure since an issue may need to be referred on.

Supporting Staff
We recognise that staff working in the College who have become involved with a young person who has suffered harm or appears likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Whistle-Blowing
All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the college safeguarding regime and that such concerns will be taken seriously by the senior leadership team and Governors. The NPSCC whistle-blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, the service is available from 8.00am to 8.00pm, Monday to Friday and can be emailed at: help@nspcc.org.uk

Prevention
We recognise that the College plays a significant part in the prevention of harm to our young people by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection. The College community will therefore:

• have regard that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the College students on another site (see the College’s Educational Visits Policy);
• establish and maintain an ethos where young people feel secure, are encouraged to talk and are always listened to;
• ensure that all young people know there is an adult in the College whom they can approach if they are worried or in difficulty;
• ensure that all young people know there is an Independent Adult Listener, not connected with the College, whom they can approach if they are worried or in difficulty;
• include in the curriculum opportunities for PSHE which equip young people with the skills they need to stay safe from harm and to know to whom they should turn for help.

Links with other policies
• Physical Intervention
Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person or the young person injuring him or herself. Staff should refer to the policy on physical restraint. We
understand that evidence of physical intervention of a nature which causes injury or
distress to a young person may be considered under safeguarding or disciplinary
procedures.

- Bullying and racist incidents
  Staff should understand that, in dealing with allegations or incidents of bullying, it may
  be necessary to invoke safeguarding procedures. Detailed guidance on bullying and
  racist incidents and the procedures to follow are provided in the College’s Anti-
  Bullying Policy.

- Health & Safety
  Our Health & Safety policy, set out in a separate document, reflects the consideration
  we give to the protection of our young people both within the school environment and
  when away from the College when undertaking College trips and visits.

- Substance Misuse Policy
  Our Substance Misuse Policy sets out how, in promoting the welfare of students, the
  College actively discourages the use of illegal drugs and harmful substances. Where
  concerns or suspicions surrounding a student’s substance abuse nevertheless exist, the
  College will, in conjunction with parents, take steps and measures to safeguard the
  student.

- Staff Code of Conduct
  The College has a staff code of conduct as a separate document which provides clear
  guidance about behaviour and actions so as not to place pupils or staff at risk of harm
  or of allegations of harm to a pupil.
Appendix 1
Safeguarding Guidance to staff

In order that staff do not place themselves or students at risk of harm or of allegations of harm to a student, staff must take care to:

- Avoid all situations where they are on their own with a student unless necessary and, in such situations, ensure that there is easy sight of the classroom (no closed doors) and that there is another member of staff or support staff in the vicinity.
- A senior member of staff should always know and approve the arrangements whereby one-to-one tuition or coaching takes place. Last-minute or informal arrangements for one-to-one tuition or coaching should be avoided wherever possible.
- College email addresses can be used to give and receive appropriate messages between staff and students, and the system is readily available to scrutiny if necessary. It is good practice to copy in a senior member of staff (e.g. Head of Year) if e-communication is used. It is good practice to keep email contact formal and professional. Any email address for staff or student which is not the College address should not be used (see Appendix 4).
- Students’ mobile telephone numbers should not be used without the express permission of the students’ parents and in exceptional circumstances, and the use of texts should be avoided. It is good practice to use a school mobile to make contact with a student (e.g. on a trip or school outing) and to collect and use student numbers only in the context of a planned, risk assessed trip. Numbers should not be stored on a personal mobile and students should not have access to teachers’ personal mobile numbers (pastoral leaders may keep confidential paper copies of telephone numbers).
- For additional guidance on the use of technology for communication between staff and students, see Appendix 4: “Child Protection: email, mobile phones and students”.
- Avoid giving lifts to students, particularly one-to-one, other than in an emergency when a senior member of staff should be informed.
- Ensure all out-of-school contact with students is authorised by their parents or guardians and/or a senior member of staff.
- Seek advice from a senior colleague if a student’s need to speak to you seems out of the ordinary or makes you feel uncomfortable.

The College will, on occasion, employ ex-students, who have recently completed their studies, to work in temporary or part-time positions during the recruitment season.

The College acknowledges that the established relationships between these particular individuals and current students may have an impact on the nature of their communication and contact that is distinct from other employees. The College will inform such staff of our Safeguarding & Welfare Policy and appropriate good practice but if a member of staff has any concerns about this situation then they are encouraged to contact their line manager or the DSL without delay.
If teaching one-to-one lessons

- avoid meetings with pupils in remote, secluded areas of school;
- ensure there is visual access and/or an open door in one to one situations;
- inform other staff of the meeting beforehand, assessing the need to have them present or close by;
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
- consider the needs and circumstances of the child/children involved.
Appendix 2
Disclosures and Reporting Arrangements

In the event of a student discussing an allegation of abuse with a member of staff, it is important:

- not to promise absolute confidentiality in order to elicit disclosure or further disclosure. The student should be advised that the chosen member of staff will listen carefully; will take any complaint seriously; will have the student’s welfare uppermost in mind and may need – in that context and using the proper channels
- to discuss any disclosure or allegations made by the student with other professionals.
- not to ask leading questions if possible. Allow the student to speak freely, and clarify rather than lead. Clearly, the age of the young person and his or her ability to relay events cogently will be relevant in assessing what should be asked and how it should be asked.
- not to require the student to repeat distressing details, allowing for the fact that disclosures of abuse are of their nature distressing;
- to write down the details of the disclosure at the time (including questions and answers, if possible) or immediately afterwards, if it is not practicable to do so contemporaneously.

In the event of a member of staff needing to report a disclosure or a suspicion of abuse, the DSL should be informed immediately or, in their absence, who will ensure the DSL is informed as soon as possible. It is important that any member of staff should feel able to bring any suspicions about any person (whether suspicions about another member of staff, for example, or a parent of a student) to the DSL. Duff Miller College underlines the importance of staff being able to voice concerns about any student’s welfare and an “open door” policy is encouraged in this important respect by the Principal.

Similarly, whilst the guidance places the responsibility of making decisions about referrals with the school’s designated safeguarding lead, the importance of children receiving the right help at the right time to address risks and prevent issues escalating and the importance of acting on and referring the early signs of abuse and neglect is such that teachers can seek advice or report allegations directly to the Local Safeguarding Children Board. Similarly, teachers have the right to contact the LSCB directly if they feel a situation is not improving or to challenge inaction.

In addition, staff should differentiate between children who are in need of additional support from one or more agencies and children who have suffered or are at risk of suffering serious harm. Children who have suffered or are at risk of suffering serious harm must be reported to children’s social care immediately. Children who are in need of additional support from one or more agencies need to use the CAF (Common Assessment Framework) and “Team Around Child” (TAC) approaches.
The DSL will take notes of the disclosure or suspicion and, having ascertained the facts of the allegation (if known), will consult the relevant LADO (Local Authority Designated Officer) immediately or as soon as is practicable and certainly within 24 hours. She will not conduct an investigation until the LADO has advised her whether a referral is necessary.

In the event of an allegation being made against a member of staff, both the college and the LADO will have regard to the young person’s safety and to the potential for damage to the reputation and career of the member of staff where the allegation proves false. In this context, it is imperative that all teachers understand the need for discretion and tact: gossip can inflame difficult and sensitive situations. Where a teacher is suspended pending an investigation, it must be understood that such a suspension is a neutral act and does not suppose guilt on the part of the suspended teacher.

In the case of ceasing to use a person’s services, including dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering: it is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. ‘Compromise agreements’ cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

In addition, Duff Miller College is under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are:

- unacceptable professional conduct
- conduct that may bring the profession into disrepute
- conviction, at any time, for a relevant offence

Where a referral has been made to the DBS, it is also necessary for a referral to be made to NCTL, as the two bodies use different criteria for their respective judgements.

For further information, please refer to the NCTL document: Teacher misconduct: the prohibition of teachers: Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession (2014).

Contact details for Hammersmith and Fulham LSCB and Referral Team are provided in Appendix 5. Staff need to remember that, while Duff Miller College is in Hammersmith and Fulham it may be necessary to report to another LA depending on the nature of the disclosure and the location of the child’s home.

The Boarding houses, Fulham Palace Studios and Pure Hammersmith is in Hammersmith and Fulham, their contact details are in Appendix 5.
Appendix 3
Definitions and signs of abuse

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. They may be abused by an adult or adults or another child or children (not limited to bullying or cyber bullying). Young people may be abused in a family or in an institution, such as this college, by those who know them or, more rarely, by others (e.g. via the internet).

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. Staff should be aware of behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting that put young people in danger.

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.

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 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.

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 no 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 (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.

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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or
unresponsiveness to, a child’s basic emotional needs.

**Signs of Physical Abuse**
**Physical Indicators:**
- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument (belt buckle, electric cord) on an infant in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stocking" or "glove" marks on hands and feet; "doughnut shaped" on buttocks or genital area.
- Rope burns.
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

**Behavioural Indicators:**
- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

**Signs of Sexual Abuse**
**Physical Indicators:**
- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats, yeast or urinary infections.
- Complaints about pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

**Behavioural Indicators:**
- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.
Signs of Emotional Abuse

Physical Indicators:
• Eating disorders, including obesity or anorexia.
• Speech disorders (stuttering, stammering).
• Developmental delays in the acquisition of speech or motor skills.
• Weight or height level substantially below norm.
• Nervous disorders (rashes, hives, facial tics, stomach aches).

Behavioural Indicators:
• Habit disorders (biting, rocking, head-banging).
• Cruel behaviour, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
• Age-inappropriate behaviours (bedwetting, wetting, soiling).
• Behavioural extremes, such as overly compliant-demanding; withdrawn-aggressive; listless; excitable.

Signs of Neglect

Physical Indicators:
• Poor hygiene, including lice, scabies, bedsores, body odour.
• Squinting.
• Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
• Untreated injury or illness.
• Lack of immunizations.
• Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
• Height and weight significantly below age level.

Behavioural Indicators:
• Unusual school attendance.
• Chronic absenteeism.
• Chronic hunger, tiredness, or lethargy.
• Assuming adult responsibilities.
• Reporting no carer at home

Student Peer to Peer Abuse

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:
• There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
• The perpetrator has repeatedly tried to harm one or more other children; or
• There are concerns about the intention of the alleged perpetrator.
If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

All incidents should be reported to the college DSL/DSO, who will make a professional judgement whether or not the incident has reached the threshold for a child protection issue. If the incident has not met the threshold of a child protection incident, then the issue will be managed and reviewed by the college welfare/pastoral meeting system and tutor.

**Radicalisation**

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate on terrorist activity. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of the armed forces. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include exposure through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations.

**Preventing Radicalism**

- The College recognises that it has a key part to play in preventing its students being drawn into terrorism. As a result of the Counter-Terrorism and Security Act 2015, the College must refer students to the police if it suspects that they are in danger of being radicalised. The College will cooperate closely with Channel panels and any other agencies as necessary.
- The DCPO will ensure that staff are acquainted of the warning signs through Prevent awareness training. Staff will inform the DCPO of any concerns that they may have about our students.
- The Acceptable Use of Computer and Network Policy reflects the fact that the College is aware that the Internet remains a significant risk to young people in terms of the propagation of extremist views. IS, in particular, has shown itself to be adept at using social media as a tool to groom and manipulate young people. The College has endeavoured to set the appropriate filters on its computers, whilst acknowledging that students may have legitimate reasons for researching terrorism.
- All external speakers will need to submit a detailed summary of the content of their speech
Female Genital Mutilation

Definition: Female genital mutilation is a form of child physical abuse.

FGM is a collective term for procedures that remove part or all of the external female genitalia for cultural or other non-medical reasons. However, the issue is complex and despite its very severe health consequences, parents and others who have the procedure carried out on their daughters may not intend it, or regard it, as an act of abuse but as a cultural practice. The impact on children’s physically and psychologically can be severe, at worst resulting in fatality and it is important that we raise awareness to try and prevent female genital mutilation and to offer support to children who have already been subjected.

The Serious Crime Act 2015 introduced a new duty on teachers, social workers and healthcare professionals to report to the police known cases of female genital mutilation (FGM) involving victims aged under 18. The Government announced on 20 October that this duty will come into force on 31 October 2015, and has published procedural information and advice about the new duty. This can be found at https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.

Some indicators that female genital mutilation may be about to or has already taken place:

• A conversation with a child may refer to female genital mutilation i.e. she may express anxiety about a “special procedure” or event that is to take place
• A prolonged absence from school and a noticeable change in the child’s behaviour on their return, including a reluctance or inability to take part in physical activity
• A prolonged family trip to the country of origin
• A child may spend long periods of time away from class during the day-perhaps indicating bladder or menstrual problems
• A midwife/obstetrician/gynaecologist/general practitioner may become aware that Female Genital Mutilation has occurred when treating a female patient. This should trigger concern for other females in the household

The Female Genital Mutilation Act (2003) makes it an offence for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal (HM Government 2006)21. Suspected FGM will be reported via the college Child Protection (Safeguarding) policy.

Child Sexual Exploitation

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, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with a person who is exploiting them. (KCSiE 2016)

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

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

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

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead. All staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Children who run away or go missing
The guidance takes into account the following documentation:


Definitions
The following definitions apply to this protocol and relate to children who run away or who have gone missing. The definition of running away is taken from the Young Runaways report (Social Exclusion Unit, 2002) and includes reference to young people who self-define running away as being forced to leave because, for example, they do not believe they have any alternative.

<table>
<thead>
<tr>
<th>Child/young person</th>
<th>A child or young person under the age of 18 years with the exception of a former relevant child within the Children (Leaving Care) Act 2000; these young people continue to be the responsibility of the Local Authority up to the age of 21 (24 years of in receipt of full time education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Person (APCO definition)</td>
<td>“A missing person is anyone whose whereabouts are unknown, whatever the circumstances of disappearance. He or she will be considered missing until located and his or her well-being, or otherwise, established.</td>
</tr>
<tr>
<td>Young Runaway</td>
<td>A child or young person under the age of 18 who has run away from their home or placement, or feels they have been forced or lured to leave, or whose whereabouts is unknown.</td>
</tr>
<tr>
<td><strong>Absent</strong>*</td>
<td>A person is not at a place where they are expected or required to be. A child who is absent from their home or placement without permission for any length of time where their age, experience, background or ability make this a concern. This includes circumstances where: There is identified or imminent risk of the child being exposed to significant harm; The child poses a risk of Significant Harm to others; The absence is out of character or unusual behaviour; There are indications that the child has already come to harm; The child is not expected to return within reasonable time limits, is not staying at the homes of others known to them or cannot be easily located. A child in this category must be reported to the Police.</td>
</tr>
<tr>
<td><strong>Missing Child/Young Person</strong>*</td>
<td>Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another.</td>
</tr>
<tr>
<td><strong>Looked After Child (LAC) / Child in Public Care</strong>*</td>
<td>A child is looked after by a Local Authority if s/he is ‘in care’ by reason of a court order, or if s/he is provided with accommodation for more than 24 hours by agreement with her/his parents or with the child if s/he is aged 16 or more.</td>
</tr>
<tr>
<td><strong>Unauthorised absence from residential care:</strong></td>
<td>Absent for a short period of time and after a thorough risk assessment and consideration of their Care Plan, the absence does not raise concern for their immediate safety or that of anyone else. Children who are</td>
</tr>
<tr>
<td>Responsible local authority:</td>
<td>The authority that is responsible for the young person’s care and care planning.</td>
</tr>
<tr>
<td>Host local authority</td>
<td>The authority in which the young person is placed when placed out of the responsible authority’s area.</td>
</tr>
<tr>
<td><strong>Absconded:</strong></td>
<td>When a missing child is subject to a court order, such as curfew or bail conditions, Police must be made aware of the order and the expiry date in order for the child to be classified as a “missing person” not an absconder.</td>
</tr>
<tr>
<td><strong>Abduction</strong></td>
<td>Where a child has been abducted or forcibly removed from their place of residence, this is a ‘crime in action’ and should be reported to the Police immediately.</td>
</tr>
<tr>
<td><strong>Sexual Exploitation and Grooming for potential Sexual Exploitation</strong></td>
<td>Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Further information and guidance can be found at: LSCB Safeguarding Children and Young People at risk of Sexual Exploitation Policy.</td>
</tr>
<tr>
<td><strong>Child Trafficking</strong></td>
<td>Some missing children subsequently become trafficked, often for the purposes of sexual exploitation. They may be trafficked across both small and large geographical areas. For further guidance and information: Safeguarding Children who may have been trafficked. Practice Guidance (DFE, 2011).</td>
</tr>
<tr>
<td><strong>Forced Marriage</strong></td>
<td>Some young people run away because they are at risk of abuse. Forced Marriage in particular can lead to young women running away from home. See further guidance and information on the gov.uk website.</td>
</tr>
<tr>
<td><strong>Children Missing Education</strong></td>
<td>Children who are missing education are not necessarily missing from home. Procedures are followed to return the child to education. When a child is not in education and they cannot be found at a previous address, attempts are made to locate the family. If the child (and family) cannot be located after 3 months, a CME concern form is completed and forwarded to the Customer Service Centre (CSC) to be considered as a Children and Family missing case. (See also <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf</a>)</td>
</tr>
</tbody>
</table>
Since April 2013 police forces have been rolling out new definitions of 'missing' and 'absent' in relation to children/young people and adults reported as missing to the police. The police classification of a person as 'missing' or 'absent' will be based on on-going risk assessment. Guidance on how police forces will apply new definitions to children was issued by ACPO in April 2013.

N.B. For the purposes of this protocol a child who has run away or who is missing will be defined as one where the episode has been reported to the Police and recorded on the Police COMPACT database.

**Child Who Has Run Away or Gone Missing from the Community (Home or Care)**

Children may run away or go missing from home or care for a number of reasons, such as:

- Trying to protect themselves from abuse, including domestic violence and abuse;
- Trying to protect themselves from bullying or as a result of peer group pressures;
- Being scared and/or afraid or feeling unable to cope; they may feel they are failures or not valued with regard to some aspect of their lives that has not been apparent to adults who otherwise seem close to them.
- They may have been enticed or persuaded to go missing; been abducted by an adult who is acting inappropriately and who is using the child to meet their needs; or been "thrown out" by the parents/carers;
- In some cases, young people may run away or go missing following grooming by adults who will seeks to exploit them sexually. Both boys and girls are at risk of child sexual exploitation and looked after children may be targeted by those wishing to abuse and sexually exploit them;
- There are particular 'push' or 'pull' factors pushing or pulling away from the home.
Appendix 4
Email, Social Networking and Mobile Phones – Guidance for Staff

The College recognises that there may be occasions when a member of staff may have to communicate with a student via email or (perhaps to a lesser extent) a mobile phone when carrying out their normal professional duties.

These normal professional duties may include:
- Email receipt of homework and teacher acknowledgement
- Email receipt of UCAS material and teacher comment/suggestions
- Text messages or student mobile phone numbers while on a College trip/visit to aid communication/safety
- Text messages or calls to students to chase up punctuality issues/clarify whereabouts
  E.g. Health and Safety/Child Welfare concerns

As outlined in the School’s Safeguarding and Welfare policy, and explained in regular briefings on Child Protection by the designated safeguarding lead, electronic communication between staff and students is limited to communication within the meaning of professional conduct. Communication which can be described as “grooming” or an abuse of trust will never be permitted. Contact between staff and current students on Facebook and other social network sites is prohibited.

The College suggests the following procedures of good practice in order to protect the interests of staff, the young person, and the College. Please implement these and discuss with colleagues in order to regularly monitor and review our personal and institutional practice.

Email
1. Use your College email account for any communication with a student. Do not use your personal email address.

2. All communications should be copied (for information/record) to a relevant colleague. For example, if you are offering academic advice then you could copy in your Head of Dept, or if the message is more concerned with a straightforward pastoral matter then the Tutor and/or Head of Year.

Facebook, Twitter and other Social Networking Sites
1. Consider carefully the public nature of such sites and decide if it is appropriate to join and what information about you will be open to parents, students, colleagues. If you have a personal blog then please take these matters into account too.

2. Never allow an existing student to join your circle of “Friends”. The College regards students as part of our community until they begin their career at another institution.

3. Training and advice on privacy settings on social networking sites and their safe use can be obtained from the College’s IT personnel.
4. Report any unwanted contact/emails/messages from an existing student to the appropriate designated CPO immediately.

**Mobile phones/text messages**

1. Do not store the mobile phone numbers of students on your phone. A paper list of student numbers that you may need for regular contact (e.g. tutees, teams, music lessons) is acceptable.
2. Use a College issued mobile phone for trips/visits and, for speed and efficiency, student and parent emergency contact numbers may be stored on these for the duration of the trip/visit. They will then be removed at the conclusion of the trip.
3. As with email, if a text message to a student is necessary then consider the style/language used – professional and purposeful not open to alternative interpretation. If in doubt, show the text message to a colleague or don’t send.
4. Always consider if an alternative means of communication can be used to contact a student—e.g. a message via another student or their parents.

**Photography / Video recording / Audio recording**

1) Any record taken of a student must be for legitimate academic/educational reasons. The validity and necessity of such recording must be transparent and obvious or approved in advance by a line manager.
2) Student consent must always be obtained. Recordings must never be clandestine.
3) Care must be taken if recording images of students in clothing other than normal school dress, e.g. sports kit or costume drama. It is never acceptable to record images where students may not be fully dressed, e.g. backstage in drama productions or changing rooms or sports venues.
4) It is good practice to use designated College equipment to make such recordings. If staff or students have to use their own personal IT equipment to record images, then the appropriate designated safeguarding person should be informed. Recordings taken with personal equipment must be transferred to College IT facilities without undue delay and immediately deleted from the personal equipment. It is good practice to ask a member of the IT Helpdesk personnel or a colleague to verify this transfer and deletion.
5) All recordings of students on College or personal equipment must be deleted or destroyed once their specific educational purpose has been achieved.
6) Any temporarily stored recordings must be held on a College issued computer. They must not be held on a personal computer or equivalent IT device. Copies must not be made nor distributed or shared.
Appendix 5
Useful Contact Details

Duff Miller College Designated Safeguarding Lead (DSL)
Carol Milstead – carol.milstead@duffmiller.com

Duff Miller College Designated Safeguarding Person (DSO)
Gareth Davies – Gareth.davies@duffmiller.com

Astrum Education Safeguarding Governor
Paul Ludlow – paul.ludlow@astrumeducation.com

For advice and guidance and to report an issue about an adult who is working with children and young people please contact:

Angela Flahive, Safeguarding Review and Participation Manager, Royal Borough of Kensington & Chelsea. 020 7361 3467
Angela.Flahive@rbkc.gov.uk

LSCB arrangements for Hammersmith & Fulham, Kensington and Chelsea and Westminster
The Local Safeguarding Children Board for Hammersmith & Fulham, Kensington and Chelsea and Westminster replaces the previous three LSCBs (since April 2012). The Board ensures the coordination of safeguarding work by all agencies and monitors the effectiveness of child protection work across the three local authority areas.

The Board has an Independent Chair: Jean Daintith, and has representatives from the key local agencies on its main Board, Subgroups and short life working groups. An integrated LSCB team supports and services the Board.

Each local area retains a multi-agency group to ensure the maintenance and development of effective local partnerships.

The LSCB Team can be contacted on: 020 8753 3914.

Prevent can be contacted on: 020 7340 7264
Appendix 6
Role Description of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a senior role within college. Within this role, the DSL has the support of the Astrum’s Safeguarding Governor and the wider safeguarding team which meets once every term and consists of the DSLs from all three Astrum colleges, the Nurse Director and the Safeguarding Governor.

The Designated Safeguarding Lead role includes the responsibilities for:

- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- The DSL is fully aware of LSCB protocols, procedures and threshold documents.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- To ensure that there is always a safeguarding officer available when students are resident or in college.
- To ensure any suspected/arranged private fostering arrangement for a student is reported to the young person’s local authority.
- The DSL should know how to recognise the signs of abuse and know when it is appropriate to make a referral to the relevant investigating agencies. A key person for contact is the Local Authority Designated Officer (LADO).
- DSL should have an understanding of the LADO role in order to work effectively with them.
- When making a referral and liaising with other agencies the DSL should act as a point of contact and a source of support, advice and expertise within the school.
- At all stages of the referral process, the DSL must keep the Safeguarding Governor and Principal informed of on-going investigations, on-going child protection issues and the welfare of students who are subject to a child protection plan.
- Acting as the main point of contact for college staff, student, families and external agencies. Receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place.
- Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
- Implementing, maintaining and updating the policy and procedures on an annual basis or as required.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times.
- Keeping abreast of developments and understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children, including attending appropriate regular training and
ensuring all staff have appropriate and up to date training.

- Providing guidance on relevant matters to all staff members as appropriate and promoting best safeguarding practice at all times.
- Advocating the importance of Child Protection to parents so that they know we have their child’s best interests at the heart of our practice.
- Monitoring child attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to exclude any possible child protection issues. These are reported and acted upon accordingly.
- Representing the key link to statutory agencies (Social Care or Police) during and following any formal investigations that may have to take place. This includes maintaining confidential records of reported cases, action taken, liaising with the statutory agencies and ensuring they have access to all necessary information.
- Liaising with local children’s services and our LSCB as necessary.
- To produce a monthly report to Governors on safeguarding matters.
- Ensure that when a child leaves the school, any child protection files are copied for the new school, college or FE setting as soon as possible but transferred securely and separately from the main pupil file.
- Liaise with and co-ordinate within school the activities of any other agencies that become involved. This may involve completing the Common Assessment Framework (CAF) and taking on the role of the lead professional. The DSL should be familiar with the CAF and the local procedures in place for submitting the form. Further advice should be available from the LSCB.
- Attend, or arrange for an appropriate member of staff to attend, Child Protection Conferences and Core Groups relating to a child at the school.
- Submit a school child protection report to Child Protection Conferences.
- The DSL could be the lead professional in a case and should be familiar with this role and its associated responsibilities. The role of lead professional is usually decided on a case by case basis.

Training:
DSL should attend a Level 3 child protection training in order to recognise how to identify signs of abuse and know when it is appropriate to make a referral.
Receive training on inter-agency working. The DSL must have a working knowledge of the Local Safeguarding Children Board (LSCB), the conduct of a child protection conference and must be able to contribute to these and other inter-agency meetings effectively when required. A key role for the DSL is to ensure that the concerns and views of the school are represented and taken into account.
Receive specific training on the role of the DSL, which should be refreshed every two years.

Staff Safeguarding Training:

It is the role of the DSL, working with the Principal, to ensure all staff:
- Have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect
- Are able to identify the signs and indicators of abuse
- Know how to respond effectively when they have concerns and know that they have a responsibility to report any concerns immediately
- Know how to respond to a disclosure appropriately
• Ensuring all staff are familiar with, and adhere to the Safeguarding and Child Protection Policy that is in place and know the procedures to follow and who to go to should the need arise. This is included as part of the staff induction programme and on-going CPD.
• Ensuring all relevant information around Child Protection is communicated to the staff team through our staff meetings and other means of internal communication.

Review of Safeguarding Practices of DSL

As part of the appraisal system, the DSL will be appraised on her roles and practices on a yearly basis. DSOs will be appraised by the DSL and the Principal Head of Boarding and Welfare will be appraised by the CEO.
Appendix 7
Induction of staff on college safeguarding procedures and policy

All new staff regardless of role including volunteers must complete the ‘Child Protection in Education’ course on EduCare on their first day of employment. This course then must be followed by a meeting with one of the safeguarding team to discuss how the college implement policy.

Areas to highlight in the meeting between new staff and member of the safeguarding team:

Safeguarding
• What is safeguarding? Role of the Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO).
• Location and summary of safeguarding policies and procedures.
• Keeping Children Safe in Education document and Staff Code of Conduct.
• All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible.
• All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
• Confidentiality and expected response.
• Role of staff in safeguarding.
• ID badges, why we wear them and what the colours mean.
• Qs and As.

When going through the policy staff should be encouraged to read the full policy but the useful areas to specifically mention are:
Page 3 – Training
Page 4 – Taking referrals (specifically their right to go directly to LSCB)
Page 5 – Allegations (specifically immediacy of reporting and DSL coordination with LADO)
Page 6 – Allegations continued (specifically the need for confidentiality and limited feedback)
Page 8 – DSL and DSO details
Page 11 – How staff can protect themselves against allegations
Page 13 – What to do in the event of a disclosure
Page 15 – 5 definitions of abuse
Page 24 – Guidance on contacting students
Signed and approved by Governors

Signed by the Safeguarding Governor
Paul Ludlow 01/02/2017

Signed by the Principal
Gareth Davies 31/01/2017