Safeguarding & Child Protection Policy 2020-21

Contents:

24. Special circumstances

25. Review and monitoring procedures

26. Prevent duty

Appendices:

1. Flowchart for raising concerns about a student

2. Flowchart for disclosure or concerns regarding a member of staff or another adult

3. Flowchart for disclosure or concerns regarding the principal

4. Volunteers risk assessment

5. Flowchart for reporting a Prevent concern

6. Flowchart for reporting a concern to the LSCPB

7. References to associated documents

8. Current safeguarding personnel

9. Types of abuse

10. Indicators of abuse

11. Procedure for dealing with a safeguarding concern

12. Indicators of extremism

1. Policy principles

This policy informs staff, students and visitors about the College's commitment to safeguarding and child protection. The policy has been reviewed in light of the 'Keeping Children Safe in Education 2020' guidance from the Department for Education, 'Statutory Guidance and Information for Schools and Colleges' and Prevent Duty Guidance 2015 (updated 2019).

The College's safeguarding arrangements are inspected by Ofsted under all the key judgements.

Our core safeguarding principles are:

- ☐ the responsibility to safeguard and promote the welfare of young people is of paramount importance

- ☐ safer students make more successful learners

- ☐ policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

- ☐ all young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection

- ☐ all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm

- ☐ there is a culture of transparency, openness and, if needed, challenge with regard to maintaining high standards in safeguarding

- ☐ students and staff involved in safeguarding issues will receive appropriate support and supervision

- ☐ students will be taught about safeguarding (including Online safety) as part of the wider curriculum.

Policy statement

Carmel College takes seriously its duty to safeguard and promote the welfare of all students. The College will take all reasonable measures to ensure that any risk of harm to students' health is minimised and will take all possible action to address concerns about the welfare of any student or students, in full partnership with other local agencies.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavor to provide a safe and welcoming environment where young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that the students receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of the St Helens Safeguarding Children Partnership Board procedures (LSCPB). The Safeguarding Team fully understands the role of the college within the three safeguarding partners (the local authority, the clinical commissioning group and the police).

The College is committed to safeguarding and it aims to create a culture of vigilance. The College will always work in the best interests of the child.

In line with the new guidance this is an individual policy for Carmel College. This policy endeavors to meet the needs of young people across the multiple boroughs recruited from and recognise that there are particular issues that may affect this age group particularly in their social settings beyond college, within the guidance this is classed as contextual safeguarding.

Policy aims

- ☐ To provide all staff with the necessary information to enable them to meet their safeguarding responsibilities

- ☐ To ensure consistent good practice and continuous improvement

- ☐ To demonstrate the College's commitment with regard to safeguarding students, parents and other partners

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's mental or physical heath 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. It can also include issues such as health and safety, use of reasonable force, meeting the needs of students with medical conditions, providing first aid and, site security – considering local context, e-safety and intimate care.

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

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

Child includes everyone under the age of 18.

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

Vulnerable adult is a student who is aged 18 or over and who is, or may be, in need of community services due to age, illness or a mental or physical disability, who is, or maybe, unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.

2. Carmel College mission statement

Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment.

3. Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

☐ The Teacher Standards 2012 state that teachers, including Principals should be responsible for safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

☐ The statutory guidance Working Together to Safeguard Children 2018 covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Partnership Boards (LSCPB's) to monitor the effectiveness of local services, including safeguarding arrangements in colleges.

☐ The statutory guidance Keeping Children Safe in Education 2020 is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

☐ From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

All staff should read Part One of this guidance and staff working directly with children are asked to read annex A. Staff are asked to complete an online assessment as deemed necessary on Part One to ensure read and understood the guidelines. Compliance is monitored. All staff and governors have received a copy of Part One and assessment via e-mail.

Due to their day-to-day contact with students, College staff are uniquely placed to observe changes in children's behavior and the outward signs of abuse. Students may also turn to a trusted adult in college when they are in distress or at risk. It is vital that staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The College will act on identified concerns and provide early help to prevent concerns from escalating.

4. Roles and responsibilities at Carmel College

Key personnel – current personnel responsible for these roles can be found in Appendix 9.
- Safeguarding Manager
- Designated Safeguarding Lead (DSL)
- Deputy DSL
- Safeguarding Officers: Pastoral Directors and Senior Tutors
- Principal

The college will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable.

The DSL is given the additional time, funding, training, resource and appropriate supervision support.

The DSL (and the Safeguarding Manager):

☐ has the status and authority within the College to carry out the duties of the post, including committing resources and supporting and directing other staff.

☐ is appropriately trained every two years for the role, with updates annually.

☐ acts as a source of support and expertise to the College community.

☐ encourages a culture of listening to students and taking account of their wishes and feelings.

☐ is alert to the specific needs of children in need, those with special educational needs and young carers.

☐ has a working knowledge of LSCPB procedures.

☐ has an understanding of locally agreed processes for providing early help and intervention.

☐ keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file.

☐ refers cases of suspected abuse to children's social care or police as appropriate.

☐ notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

☐ ensures that when a student with a child protection plan leaves the College, their information is passed to their new educational establishment and the student's social worker is informed where the student is vulnerable.

☐ attends and/or contributes to child protection conferences and inter-agency meetings.

☐ coordinates the College's contribution to child protection plans.

☐ develops effective links with relevant statutory and voluntary agencies including the LSCPB.   7

☐ ensures that all staff sign to indicate that they have read the Safeguarding & Child Protection Policy.

☐ ensures that the Safeguarding & Child Protection Policy is regularly reviewed and updated annually.

☐ liaises with the Principal as appropriate.

☐ keeps a record of staff attendance at safeguarding training.

☐ makes the Safeguarding & Child Protection Policy available publicly, on the College website or by other means.

☐ promotes supportive engagement with parents and ensures parents are aware of the College's role in safeguarding and that referrals about suspected abuse and neglect may be made.

☐ works with the Principal to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS).

☐ ensures that the college knows who its currently need a social worker are and understands their academic progress and attainment and maintains high aspirations for this cohort.

The Deputy DSL(s) is appropriately trained to the same standard as the DSL and, in the absence of the designated lead, carries out those functions necessary to ensure the on-going safety and protection of students.

The Safeguarding Officer (SO) may be the first point of contact for safeguarding issues and will work closely with their allocated Personal Achievement Tutors (PAT) to monitor and report concerns to the DSL. Training will be provided annually.

The Governing Body ensures that the college:

☐ appoints a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training

☐ ensures that the DSL role is explicit in the role holder's job description

☐ has a Safeguarding & Child Protection Policy and procedures, that are consistent with LSCPB and statutory requirements, reviewed annually and made available publicly on the college's website or by other means

☐ has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other students

☐ follows safer recruitment procedures that include statutory checks on staff suitability to work with young people and ensures recording of this

☐ develops a training strategy that ensures all staff, including the Principal, receive information about the College's safeguarding arrangements (including online safety) on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCPB. The DSL receives refresher training at two-yearly intervals.

- ☐ ensures that all temporary staff and volunteers are made aware of the college's arrangements for safeguarding

- ☐ ensures that the College contributes to inter agency working and plans

- ☐ provides a coordinated offer of early help when additional needs of children are identified

- ☐ considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal.

It is the responsibility of the governing body to ensure that the College's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCPB and national guidance.

The Principal:

- ☐ ensures that the Safeguarding & Child Protection Policy and procedures are implemented and followed by all staff

- ☐ allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings

- ☐ ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

- ☐ ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online

- ☐ liaises with the Local Authority Designated Officer where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

5. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- ☐ treating all students with respect

- ☐ setting a good example by conducting ourselves appropriately

- ☐ involving students in decisions that affect them

- ☐ encouraging positive, respectful and safe behavior among students including challenging inappropriate or discriminatory language or behavior

- ☐ being a good listener

- ☐ being alert to changes in students' behavior and to signs of abuse and neglect

- ☐ recognising that challenging behavior may be an indicator of abuse

- ☐ avoiding favoring students over others.

- ☐ avoiding any behavior which could lead to suspicions of anything other than a professional relationship with students

- ☐ reading and understanding the College's Safeguarding & Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, behavior, appropriate IT use.

- ☐ asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid

- ☐ maintaining appropriate standards of conversation and interaction with and between students

- ☐ avoiding the use of sexualised or derogatory language, even in joke

- ☐ being clear on professional boundaries and conduct with other staff when students are present

- ☐ being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse

- ☐ applying the use of reasonable force only as a last resort and in compliance with college and LSCPB procedures

- ☐ referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care

- ☐ following the College's rules with regard to communication with students and use of social media and online networking

- ☐ avoiding unnecessary time alone with students and risk managing any time alone or 1:1 working

- ☐ avoiding sharing excessive personal information with students

Induction training includes the college's disciplinary (behavior) policy, procedures for managing children missing education, staff code of conduct and safeguarding and child protection policy.

6. Abuse of trust

All College staff are aware that inappropriate behavior towards students is unacceptable and that their conduct towards students must be beyond reproach. This is clarified in the Staff Code of Conduct.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

7. Students who may be particularly vulnerable

Some young people may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge young people's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. The College also considers students on the grounds of protected characteristics.

The following are examples of specific safeguarding issues:

- ☐ Child sexual exploitation (CSE)
- ☐ Bullying including cyberbullying
- ☐ 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)
- ☐ Mental health
- ☐ Peer on peer abuse
- ☐ Private fostering
- ☐ Radicalisation
- ☐ Sexting
- ☐ Teenage relationship abuse
- ☐ Children and the court system (as witnesses)

- ☐ Children missing from education
- ☐ Children with family members in prison
- ☐ Child Criminal Exploitation and County Lines
- ☐ Homelessness
- ☐ So-called honor based violence
- ☐ Sexual violence and sexual harassment
- ☐ Trafficking

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

8. Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is highlighted as part of the training delivered. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse which would involve reporting any incidents to the safeguarding team.

Initiation/ hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. This may also have an online element.

Up skirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification to cause the victim humiliation, distress or alarm.

Peer on peer abuse can manifest itself in many ways. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". The College operates a zero-tolerance approach to bullying and this is included within college induction process via tutor group sessions. Sexting is also covered within this.

Different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Peer on peer abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The topic of peer on peer abuse is covered within staff training.

Where there is a report regarding an issue of peer on peer abuse the relevant parties are interviewed by a member of the pastoral team, this is recorded on student notes and the incident is recorded on CPOMS. Parent may be contacted when necessary and depending of the nature of the alleged abuse the police may be contacted. Decisions will be made on a case by case basis. Where there has been a report of sexual violence, a risk assessment will be carried out. The college will consider whether the victim and perpetrator should share classes.

For the victims and perpetrators of peer on peer abuse the PAT will be available to meet that student on a regular basis and offers an open-door policy. The college also offers a counselling service and a peer mentoring support system. The PAT will discuss strategies with the individual on how to keep safe in college and report any concerns.

Incidences of peer on peer abuse aim to be minimized though 10:10 sessions where the PATs will clearly explain about the college's zero tolerance approach to bullying and what to do in the event of a bullying concern. The college also operates the SHARPS reporting system.

Serious Violence or Crime

All staff should be aware of the indicators, which may signal that a child is involved with serious crime or violence. These may include absence from college, change in friendships or relationships, a significant decline in performance, change in wellbeing, unexplained injuries and unexplained gifts.

Sexual Violence and Harassment

All Staff and governors are given training to understand the differences between sexual violence and sexual harassment.

Sexual violence and sexual harassment can occur between two children of **any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 200313 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
        □ a child under the age of 13 can never consent to any sexual activity.
        □ the age of consent is 16.
        □ sexual intercourse without consent is rape.

Sexual Harassment

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

☐ sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
☐ sexual "jokes" or taunting
☐ physical behavior, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

☐ non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
☐ sexualised online bullying;
☐ unwanted sexual comments and messages, including, on social media; and
☐ sexual exploitation; coercion and threats.

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking, leading the school or college response. If in any doubt, they should seek expert advice.

It is important that staff and governors consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviors and provide an environment that may lead to sexual violence. Carmel College has a zero-tolerance approach to sexual harassment.

All staff and governors should be aware of the importance of:

☐ making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
☐ not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
☐ challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
☐ understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole college approach is important.

For more information on sexual violence and sexual harassment in schools and colleges please read https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachmen t_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_scho ols_and_colleges.pdf

Where an incident of sexual violence or harassment is disclosed to a member of staff, a safety and welfare concern form is completed and the relevant member of staff will discuss a range of strategies to support this student as per other safeguarding procedures. This may involve seeking support from external organisations, referral to external agencies e.g. the Police and support strategies for the student while in college. I the allegations involve another student this will be investigated.

9. The child's wishes

Where there is a safeguarding concern, the College ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback and the College completed an audit on the Voice of the Child for St Helens LSCB in October 2016.

Ultimately, all systems and processes should operate with the **best** interests of the child at their heart.

10. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The College ensures that its child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- ☐ Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- ☐ Higher risk of peer group isolation
- ☐ Disproportionate impact of bullying
- ☐ Difficulties with communication

The College has a dedicated Foundation Learning department for students with additional needs. Within foundation learning students are taught in small groups supported by learning assistants, have support plans and a learning mentor is available to each student.

The College also has an Additional Learning Support department working closely with students who have disclosed learning needs and provide support both inside and outside the classroom where necessary. These students are reviewed regularly by the ALS team. The college also offers a peer mentoring scheme for students who are feeling lonely within college.

The college also considers the use of reasonable force. There are some circumstances when reasonable force may be a possibility, or it might be part of a strategy to deal with an

incident of challenging behavior. Working alongside the guidance individual plans are in place in order to minimize the likelihood of challenging behavior without the use of force.

11.Children Missing Education (CME)

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.
Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.
A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Carmel College puts in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. A student going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL and Pastoral Team will monitor unauthorised absence and follow procedures, particularly where students go missing on repeated occasions. Any students who enrol at the College but then do not attend at the start of term are also contacted by letter via the contact details provided. If a student has been absent for more than 3 days and have not informed college for the reason why, will be visited by a member of the safeguarding team.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance. St. Helens local authority ask for information on enrolments to identify young people who are NEET.
In line with the new guidance, the college endeavour to have at least 2 emergency contacts for each child in case of emergencies and in case there are welfare concerns at home. Contact numbers are collated during the admissions period.

12.Helping young people to keep themselves safe

Students are taught to understand relationships and manage risk through our ongoing 10:10 Programme lessons and in all aspects of college life. Our approach is designed to help young people to think about risks they may encounter and have help to work out how those risks might be overcome. Discussions about relationships and risk are empowering and enabling for all students and promote sensible behaviour rather than fear or anxiety. Students are taught how to conduct themselves and how to behave in a responsible manner.

E-safety, Prevent and safeguarding are topics covered in tutor sessions for students. The College has also operates an online confidential reporting system to students-'Sharps'.
Students are also reminded regularly about e-safety and tackling bullying procedures

including the legalities and consequences. The College continually promotes an ethos of respect for young people, and students are encouraged to speak to a member of staff in confidence about any worries they may have. However, all our students are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

The college has a filtering and monitoring service for use of IT equipment. Reports are produced and monitored on a monthly basis by the assistant principal and any incidences of searches which flag concerns are followed up by the PAT team where appropriate. A number of sites are blocked to users and the college also has an acceptable use of IT policy. The guidance asks schools to have a policy about children accessing the internet while they are at school, this is discussed via the PAT sessions.

13. Support for those involved in a child protection issue

Child abuse is devastating for the young person and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- ☐ taking all suspicions and disclosures seriously
- ☐ nominating a link person (DSL or Safeguarding Manager) who will keep all parties informed and be the central point of contact
- ☐ where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- ☐ responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- ☐ maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- ☐ maintaining and storing records securely
- ☐ offering details of helplines, counselling or other avenues of external support
- ☐ following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- ☐ co-operating fully with relevant statutory agencies.

14. Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action.

Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the

Principal, teacher and governors. A copy of the College's complaints procedure is available on Connect.

15. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are

undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the student is paramount.

The college's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal.

Complaints about the Principal should be reported to the Chair of Governors.

If a member of staff has concerns about a colleague they should contact the DSL and the Principal who will contact the college's Local Area Designated Officer (LADO).

The role of the LADO is set out in section 11 of the Children's Act 2004 and in the HM Government guidance Working Together to Safeguard Children (2015) and Keeping Children Safe in Education 2020.

Their role is to give advice and guidance to employers and voluntary organisations; liaise with the Police and other agencies, and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Every agency that works with children and young people should have a Designated Officer whose job it is to liaise with and refer to LADO. The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

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

If a member of staff is faced with an allegation against an employee, volunteer or professional working or providing services to children you must contact the College's DSL at the earliest opportunity. Failure to do this could put children and young people at risk of harm. The DSL should inform the LADO within 1 working day.

If the DSL is unsure if the situation meets the threshold he/she should contact the LADO for an informal discussion.

16. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A student may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected.

Allegations against staff should be reported to the Principal. Allegations against the principal should be reported to the Chair of Governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action. The full procedures for dealing with allegations against staff can be found in K*eeping Children Safe in Education 20*20.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Concerns may arise if an individual has behaved in a way that indicates that they may not be suitable to work with children. There is a transferable risk, for example, a member of staff may be involved in an incident outside of college which may not include children but have an impact on their suitability to work with children.

17.Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff and governors receive regular safeguarding awareness training. New staff and governors are expected to complete safeguarding training during the initial days of their induction period. New staff and governors will receive the college's disciplinary process, the college's procedures for managing children who are missing education, the staff code of conduct and the Child Protection policy. The DSL and DDSL will receive training updated at least every two years.

Training is provided internally for staff and governors on an annual basis via an inset. Training is also sourced externally via the LSCPB and other external training providers.

18.Safer recruitment

Our college endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2019 together with the LSCPB and the college's individual procedures, including keeping an up to date Single Central Register.

☐ Safer recruitment means that all applicants will:

☐ provide evidence of identity and qualifications

☐ be checked in accordance with the Disclosure and Barring Service (DBS)

regulations as appropriate to their role

☐ provide evidence of their right to work in the UK

☐ be interviewed.

The college will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the college's safeguarding and child protection policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the safeguarding policy.

The college obtains written confirmation from supply agencies that agency staff have been appropriately checked. The college maintains a single central record of recruitment checks undertaken.

19. Site security

The following procedures have been identified and essentially, three categories for visitors to site have been identified:

☐ Visitors: Visitor/s should sign in at reception & must be accompanied at all times

☐ Volunteers: All volunteers must undertake a DBS check and all other statutory checks prior to volunteering.

☐ Contractors/Agency/Third party: company contact details/written confirmation that statutory checks have been carried out/copy of safeguarding policy. This should be completed in a timely manner prior to visiting the College.

There is a HR/Safeguarding risk assessment form which may be used on rare occasions if the checks above cannot be completed prior to start date/visit and only with the signed permission of the Principal or in the Principal's absence a member of CMT (see appendix 5).

Visitors to the College, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site and are provided with a copy of the College's safeguarding procedures. Signage directs visitors to reception.

All visitors are expected to observe the College's safeguarding and health and safety regulations to ensure young people in College kept safe. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. A color-coded lanyard indicates whether a visitor should be escorted or not.

Students and staff are provided with an identity badge which details the College's safeguarding procedures.

20. Extended college and off-site arrangements

Where extended College activities are provided by and managed by the College, our own safeguarding 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 and clarify whose procedure is to be followed with the DSL kept informed appropriately.

When our students attend work-related activities including work experience, all health and safety, safeguarding, insurance and data protection regulations and requirements must be observed to ensure that students are protected during their learning and in particular during work-experience placements. N.B. This also applies to any student from another college or school undertaking work-related experiences at Carmel. The College's policy regarding work related learning and work experience placements will be followed and the College Work Experience Coordinator will work with areas to ensure that all placements are safe and a full standard check list is completed before any placement.

The college's Vice Principal is responsible for trips and there are set procedures in place including a risk assessment for staff running the trip to complete. These can be found under the Educational Trips and Visits Procedure on Connect.

21. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students Marketing ask students to sign a consent form when their photo and name is to be used for promotional purposes.

22. e-Safety

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues. Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children.

The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The College's e-safety guidance (which is part of Acceptable Use of IT Policy) explains how we aim to keep students safe in college. Cyber-bullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying. Usage of websites by staff and students is monitored by Sophos internet security software.

Some students will undoubtedly be 'chatting' outside College and are informed of the risks of this through the 10:10 programme. Parents are encouraged to consider measures to keep their children safe when using social media.

E-safety guidance is available on the College intranet and is also delivered by the 10:10 Team during induction.

Staff regularly receive practical advice towards acceptable and professional use regarding the use of social networking and electronic communication with extra focus where students and parents may be involved. Staff are made aware of our Acceptable Use of IT Policy and also have easy access to their own safety information and guidance on Connect.

23. Taking action in the event of a safeguarding concern

It is the responsibility of all staff to report and record their concerns via the College safeguarding system.

Any member of staff can make a referral if they have concerns that a child may be at risk. Referrals should be made to the Pastoral Team and the DSL/DDSL using the contacts identified at the beginning of this policy and in Appendix 9.

It is not their responsibility to investigate or decide whether a child has been abused.

Staff should not promise confidentiality.

All staff are made aware of the indicators of abuse or neglect. Types of abuse can be found in Appendix 10.

It is very important that staff report and record their concerns – they do not need 'absolute proof' that the child is at risk.

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

☐ in an emergency take the action necessary to help the child, for example, call 999. Key points for staff to remember for taking action are:

☐ report the concern to the Pastoral Team and DSL as soon as possible and

certainly by the end of the day

☐ do not start your own investigation

☐ share information on a need-to-know basis only – do not discuss the

issue unnecessarily with colleagues or with friends or family.

☐ complete a record of concern using **CPOMS**

☐ seek support for yourself if you are distressed.

Appropriate support, usually a member of the pastoral team, is offered to students who have concerns about abuse, and to College staff who support them. This forms part of student induction and via notice boards in college. Students are made aware of their

responsibilities with regard to Internet safety. Detail of the college's Acceptable Use Policy (for IT), is also covered during new student induction.

For further guidance on how to deal with a safeguarding issue refer to the Safeguarding Procedure in Appendix 12.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the relevant member of the pastoral team, Designated Safeguarding Lead and Principal. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Keeping Children Safe in Education states that **any** member of staff can contact children's social care if they are concerned about a child. This should be then be shared with the DSL and DDSL so that an overview is kept.

Child protection information will be stored and handled in line with Data Protection Act 2018 principles.

All information is:

- ☐ Fairly and lawfully processed.
- ☐ Processed for limited purposes.
- ☐ Adequate, relevant and not excessive.
- ☐ Accurate.
- ☐ Not kept for longer than is necessary.
- ☐ Processed in line with your rights.
- ☐ Secure.
- ☐ Not transferred to other countries without adequate protection.

Record of concern forms and other written information will be stored in a secure area.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's College file and the college file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Principal or DSL.

The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions in Child Protection proceedings where this method is too slow. In cases where agencies ring the college requesting information reception staff will take a message and inform the DSL *immediately,* the DSL will ensure they can

identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

24. Special Circumstances Looked after children and Children with Social Workers

The most common reason for children becoming looked after is as a result of abuse or neglect. The college ensures that appropriate staff have information about a child's looked after status and care arrangements.

The designated member of staff for looked after children and children with Social Workers is the DSL and the DSL will have details of the young person's social worker. They work with the Virtual School Head to improve the educational outcomes of a looked after child. In the case of care leavers, the DSL will liaise with the Personal Advisor.

Work experience

The college has detailed procedures to safeguard students undertaking work experience. Please see the Work- related Learning and Work Experience Placements Policy.

Children staying with host families

The College may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the college follows the guidance in *Keeping Children Safe in Education*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during college terms and we will work with the local authority to check that such arrangements are safe and suitable.

If children are staying with parents from overseas as part of an exchange the host parent now needs to have an enhanced DBS check. The DBS service will process these checks without payment as these parents are volunteers. If there are other people in the family aged over 16, then the college can decide whether they will do an enhanced DBS check for those 16-17 year olds who live in the house.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). There is a mandatory duty to inform the local authority of children in such arrangements.

Volunteers Risk Assessments
From the update college will be required to complete a risk assessment for each volunteer to decide if they will need to complete an enhanced DBS check. If the volunteer is not in regulated activity, then the college is not legally allowed to do a barred risk check. The college's HR department will complete the risk assessments when advised by staff that they are using a volunteer.

25. Reviewing and monitoring procedures

It will be the responsibility of the DSL and DDSL to review and monitor the procedures and to seek the advice of the LSCPB in bringing about changes in the agreed procedures in conjunction with CMT.

Procedures will be monitored and evaluated by:-

- Governing Body – annually
- Student Voice/ focus groups
- Logs of bullying, racist incidents and safeguarding-related issues by staff

26. Prevent Duty

Introduction

The College is committed to providing a safe and secure environment for all its staff and students. An environment where there is mutual respect, tolerance and understanding of those with different faiths and beliefs. The college recognises that in order to achieve this aim everyone must take responsibility. All members of staff, regardless of their role in college, are expected to uphold and promote the fundamental principles of:

- ☐ Democracy
- ☐ The Rule of Law
- ☐ Individual Liberty
- ☐ Mutual Respect
- ☐ Tolerance of those with different Faiths and Beliefs

Policy Statement

The College will not tolerate extremist activity of any sort which creates an environment for the radicalisation of individuals regardless of which extremist ideology it is based upon.

The College aims to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

Radicalisation

The Institute of Strategic Dialogue defines radicalisation as *"the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence."*

Driving factors behind radicalisation can include:

- ☐ Lack of integration and/or polarisation

- ☐ Identity crises and/or isolation

- ☐ Political and/or democratic disenfranchisement

- ☐ Discrimination

- ☐ Foreign policy and/or international crises or disputes

- ☐ Political movements

- ☐ Ideologies and/or faiths

Extremism

Extremism is defined as *"the holding of extreme political or religious views".*

Young people in the UK are potentially vulnerable to engagement with extremist ideologies or to targeting by extremist organisations. The college should be aware of the risks and familiar with the support networks and processes in place to protect vulnerable individuals from becoming radicalised.

CONTEST is the government's counter terrorism strategy with the aim of stopping people becoming terrorists or supporting terrorism.

The Prevent strategy (part of Contest):

- ☐ responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.

- ☐ provides practical help to prevent people from being drawn into terrorism and ensures they are given appropriate advice and support.

- ☐ works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

It is important to remember that Islamist ideology should not be confused with traditional religious practice. It is an ideology which is based on a distorted interpretation of Islam, which betrays Islam's peaceful principles.

Indicators

There are a number of behaviours which may indicate a person is at risk of being radicalised. These can be found in Appendix.

College staff should also be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside College, such as in their homes or community groups, especially where students haven't actively sought them out.

- Graffiti symbols, writing or art work promoting extremist messages or images.

- Students accessing extremist material online, including through social media sites.

- Parental reports of changes in behaviour, friendships or actions and requests for assistance.

- Reports of issues affecting learners in other schools or colleges locally.

- Students voicing opinions drawn from extremist ideologies and narratives.

- Use of extremist or 'hate' terms to exclude others or incite violence.

College Ethos and Practice

There is no place for extremist views of any kind in the College, whether from internal sources - students, staff or governors, or external sources.

As a College we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and that if we fail to challenge extremist views we are failing to protect our staff and students.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate, dealt with in line with the college Disciplinary Policy and Staff Code of Practice.

If there are any concerns relating to radicalisation and extremism, these should be raised with the DSL.

In response to the new government requirements from 1st July 2015 (updated 2019), Carmel College has included an additional section to the Safeguarding and Child Protection Policy. Colleges must provide information and act if they are concerned about these issues.

Risk Assessment and Action Plan
In line with guidance from the Home Office, the college has completed a detailed risk assessment and subsequent action plan for Prevent. This can be found on the Prevent section of Carmel Connect.

Training
All staff at Carmel College received Prevent training from the Regional Prevent Co-ordinator FE-HE in 2014 and 2015, to allow all members of staff to gain access to the information and how colleges can respond if required to do so. An internal training session is delivered annually by the Prevent Lead. The prevent duty also forms part of the annual online safeguarding assessment which staff are asked to complete each October and as part of this process staff are required to complete the online Channel awareness training and provide a copy of the certificate to HR.

Students are provided with an overview of Prevent during 10:10 sessions as part of their Lower 6th and Upper 6th studies. There are also displays around college that highlight what prevent is and what students must do if they have concerns about someone being radicalised.
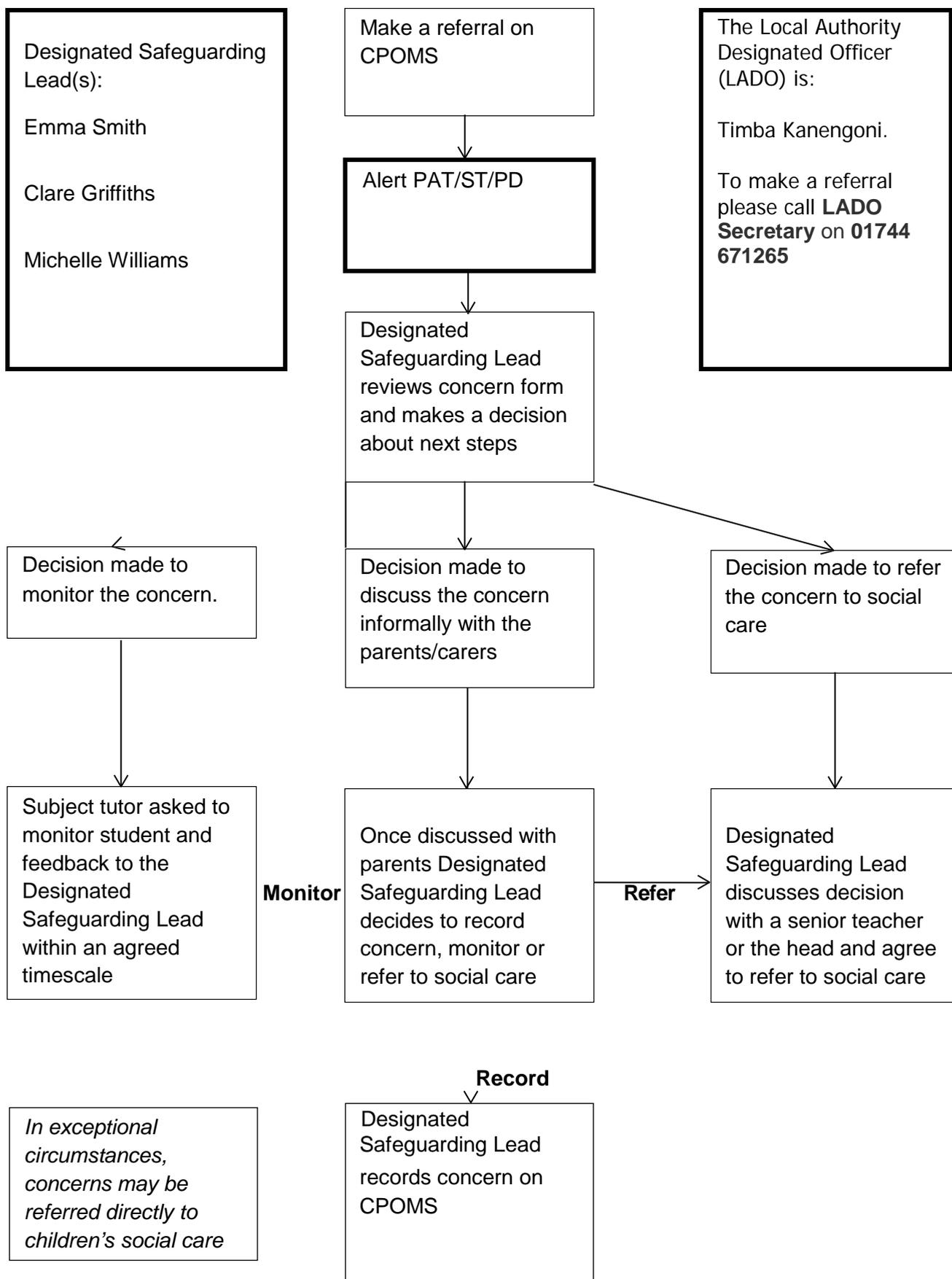
Process

For staff and governors wishing to raise a concern relating to extremism they should

contact the DSL in the first instance and complete a CPOMS referral. The Prevent lead will then contact the Prevent team at Merseyside Police, where appropriate. Details are in Appendix 1.

Appendix 1 - Flowchart for raising safeguarding concerns about a child

| Designated Safeguarding Lead(s):

Emma Smith

Clare Griffiths

Michelle Williams | Make a referral on CPOMS | The Local Authority Designated Officer (LADO) is:

Timba Kanengoni.

To make a referral please call **LADO Secretary** on **01744 671265** |

Alert PAT/ST/PD

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care

Subject tutor asked to monitor student and feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Once discussed with parents Designated Safeguarding Lead decides to record concern, monitor or refer to social care

Refer

Designated Safeguarding Lead discusses decision with a senior teacher or the head and agree to refer to social care

Record

In exceptional circumstances, concerns may be referred directly to children's social care

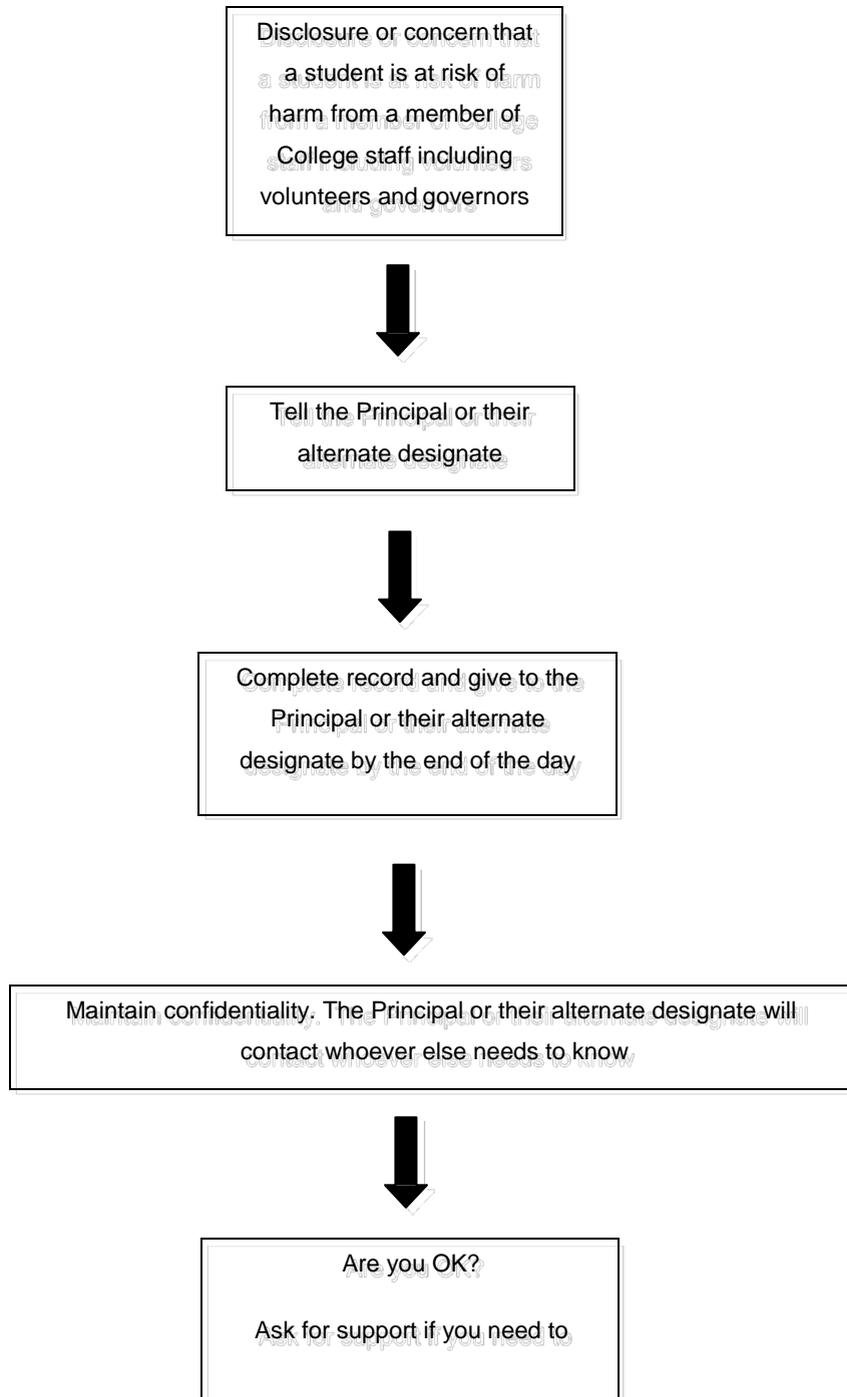Designated Safeguarding Lead records concern on CPOMS
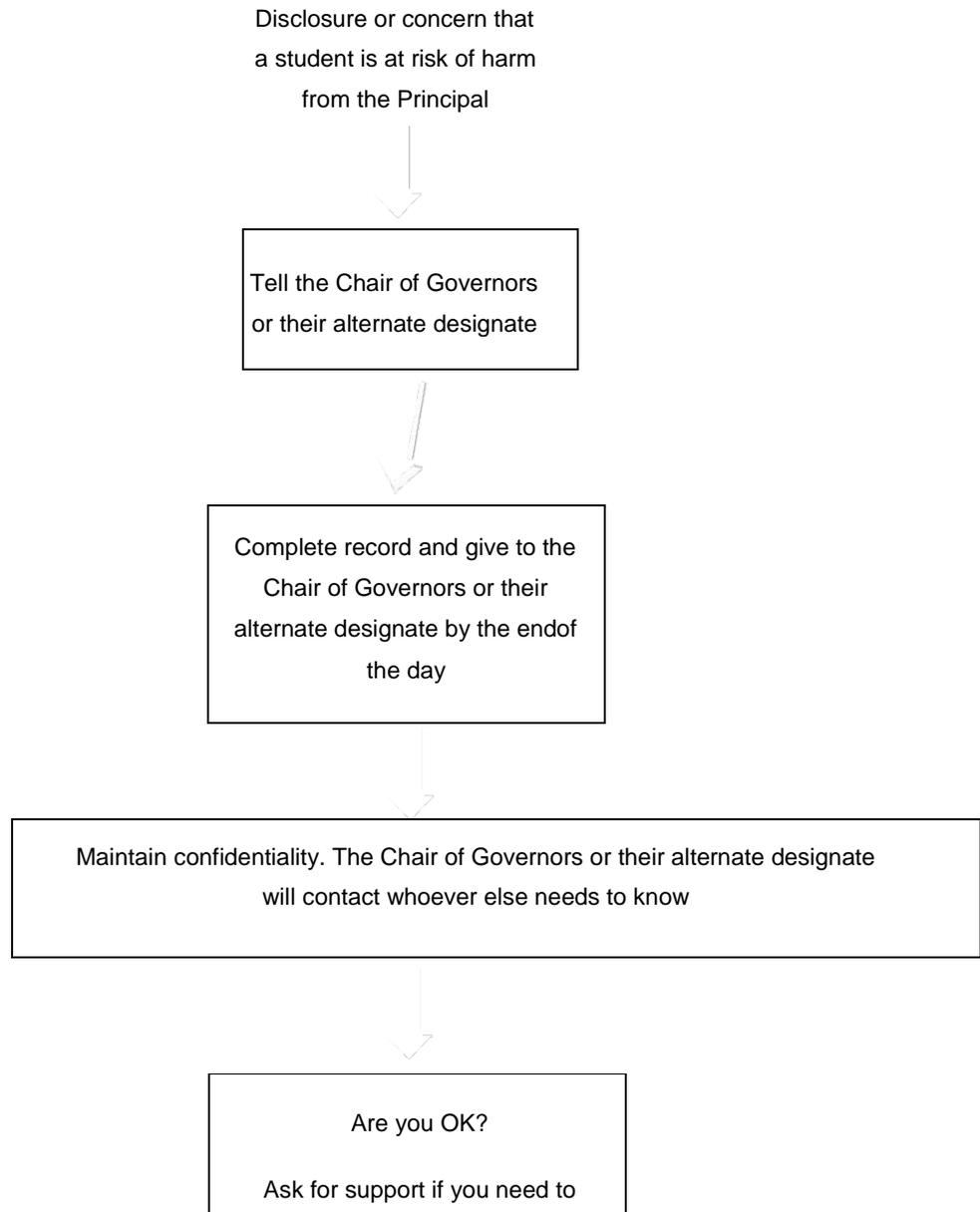
26

Contact Details
Social Care Referrals:

Ring St Helens Council Contact Centre 01744
676600 to make a referral.
Telephone out of hours Emergency Duty Team
08450 500148

Prevent/Channel Referrals: Martin Leyland,
Tel: 01517774871
Email: prevent@merseyside.police.uk

Appendix 2 – Flowchart for disclosure or concerns regarding a member of staff

Disclosure or concern that a student is at risk of harm from a member of College staff including volunteers and governors

↓

Tell the Principal or their alternate designate

↓

Complete record and give to the Principal or their alternate designate by the end of the day

↓

Maintain confidentiality. The Principal or their alternate designate will contact whoever else needs to know

↓

Are you OK?

Ask for support if you need to

Appendix 3 - Flowchart for disclosure or concerns regarding the Principal

Disclosure or concern that
a student is at risk of harm
from the Principal

Tell the Chair of Governors
or their alternate designate

Complete record and give to the
Chair of Governors or their
alternate designate by the endof
the day

Maintain confidentiality. The Chair of Governors or their alternate designate
will contact whoever else needs to know

Are you OK?

Ask for support if you need to

Appendix 4 - **Volunteers to College Risk Assessment**

This form must be completed and signed by the Vice Principal (Curriculum/Quality) before the commencement of a volunteer placement.

All volunteers must undertake a DBS check. All volunteers to college must complete this form prior to volunteering. Please print and complete all boxes. This form must be completed and returned to HR.

Personal Details

*Full Name (including middle name)	Previous Surname(s)	Address (please provide identification)	Date of Birth	DBS status

Volunteer Details

Contact Tel Number		Date(s) From	Date(s) to	Estimated arrival time:	Estimated leaving time:
Department Visiting					
Reason for Volunteering					
Signed (Volunteer)					

Head of Department / Line manager

Please ensure Reception, all relevant heads of department and faculty have been informed.

Identification seen			
Position		Department	
Print Name		Date of Risk Assessment	
Signed			

It is the responsibility of the Head of Department / Line manager to complete the following information and communicate this to the Vice Principal (Curriculum/Quality) for approval to commence a volunteer placement.

Departmental Assessment of Risk completed by Head of Department?	Yes ☐ No ☐
Comments:	
Does/may this role involve working directly with children or vulnerable adults?	Yes ☐ No ☐
Does/may this role involve access to personal data or student information?	Yes ☐ No ☐
What measures will be taken within the department to minimise potential risk?	
Is the applicant able to produce a satisfactory DBS clearance processed by another employer (or umbrella service on behalf of an employer) dated within the last six months?	Yes ☐ No ☐
Has the HR Department followed up the application and is the application being processed?	Yes ☐ No
Other Comments:	

Vice Principal (Curriculum/Quality) approval for the above individual to commence volunteer placement the College:
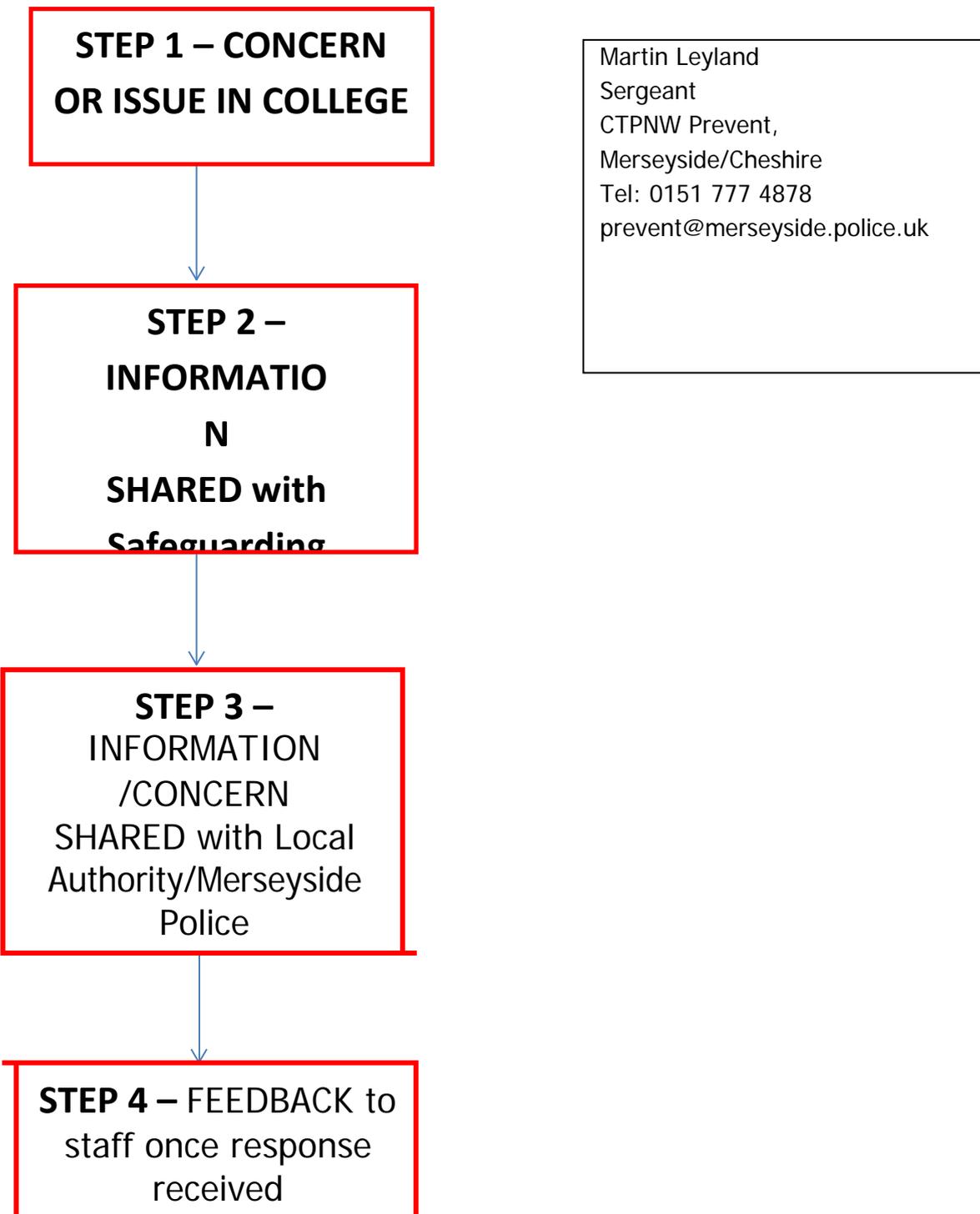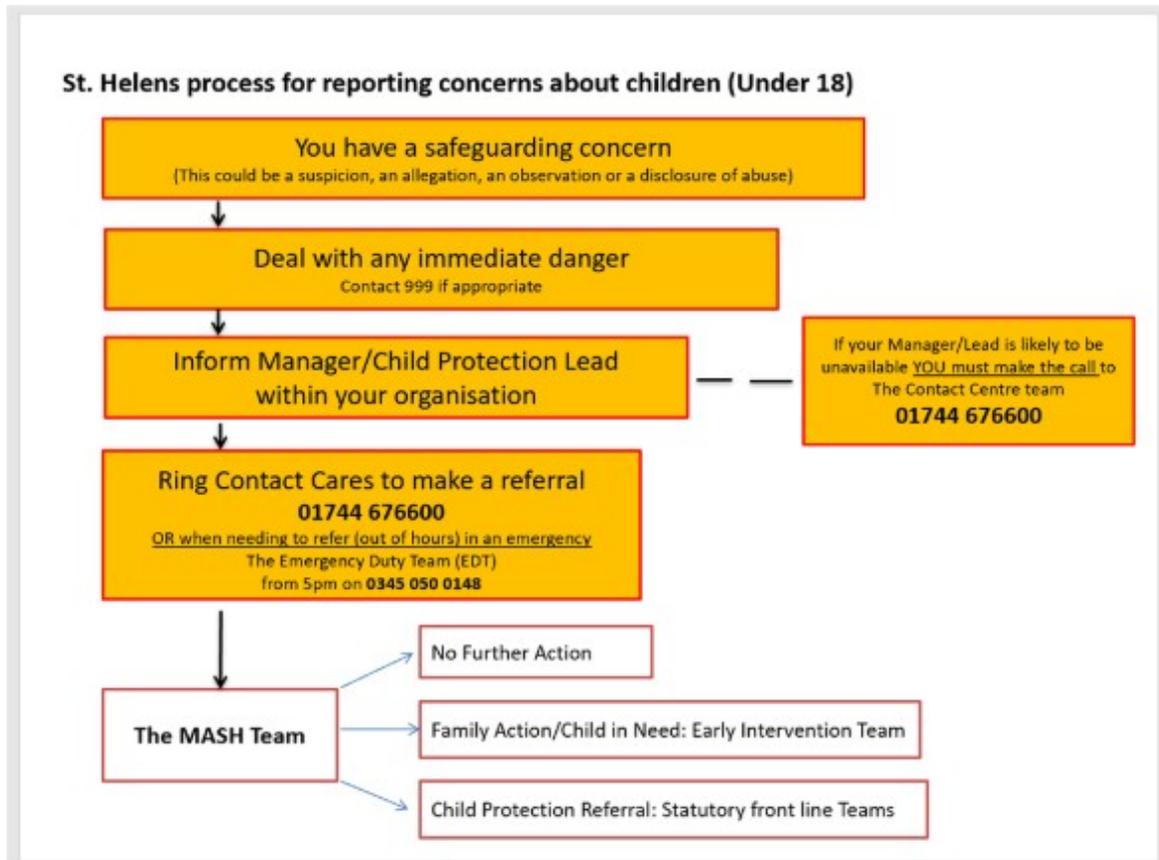
Signed (Karl Smith):

Date:

HR:

Date that processed DBS application form sent to DBS (new employees):

Signed:

Appendix 5 – Flowchart for reporting a Prevent Concern

STEP 1 – CONCERN OR ISSUE IN COLLEGE

Martin Leyland
Sergeant
CTPNW Prevent,
Merseyside/Cheshire
Tel: 0151 777 4878
prevent@merseyside.police.uk

STEP 2 – INFORMATION SHARED with Safeguarding

STEP 3 – INFORMATION /CONCERN SHARED with Local Authority/Merseyside Police

STEP 4 – FEEDBACK to staff once response received

Appendix 6 – Flowchart for reporting a concern to the LSCPB

St. Helens process for reporting concerns about children (Under 18)

You have a safeguarding concern
(This could be a suspicion, an allegation, an observation or a disclosure of abuse)

Deal with any immediate danger
Contact 999 if appropriate

Inform Manager/Child Protection Lead within your organisation

If your Manager/Lead is likely to be unavailable YOU must make the call to The Contact Centre team
01744 676600

Ring Contact Cares to make a referral
01744 676600
OR when needing to refer (out of hours) in an emergency
The Emergency Duty Team (EDT)
from 5pm on **0345 050 0148**

The MASH Team

No Further Action

Family Action/Child in Need: Early Intervention Team

Child Protection Referral: Statutory front line Teams

Appendix 7 - References to associated documents

- ☐ Health & Safety Policy

- ☐ Staff Recruitment Policy

- ☐ Equality & Diversity Policy

- ☐ Dealing with bullying protocol

- ☐ IT and Social Media Acceptable Use Policy

- ☐ Whistleblowing Policy

- ☐ Educational Visits guide

- ☐ Data Protection Policy

- ☐ Work Experience and Placement Policy

- ☐ Staff Code of Conduct

- ☐ Prevent Risk Assessment

- ☐ Mental Health and Wellbeing Strategy

Appendix 8 - Current safeguarding personnel

Key personnel

Safeguarding Manager: Emma Smith (Safeguarding Manager/Pastoral Director)

Contact details: email: emmjo@carmel.ac.uk Tel: 01744 452200 ext.2256

The Deputy DSL is: Clare Griffith

Contact details: email: clareg@carmel.ac.uk Tel: 01744 452200 ext. 2273

Designated Safeguarding Lead (DSL) is: Michelle Williams (Vice Principal (Strategy and Resources)

Contact details: email: michelle@carmel.ac.uk Tel: 01744 452200

Safeguarding Officers:
Kath Hopkins (Pastoral Director)
Sam Johnstone (Senior Tutors)

Tel: 01744 452200

The Principal is: Mike Hill
Contact details: email: mike@carmel.ac.uk Tel: 01744 452200 ext.2211

Appendix 9 - Types of abuse

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

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

Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse Physical abuse is 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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse 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 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 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, although it may occur alone.

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

Position of Trust

The age of consent for sexual activity is 18 years old unless you are in a position of trust over that child.

Neglect

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. 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 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2015).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students receive information regarding bullying via the Pastoral Tutor Sessions and are asked to sign a Student Agreement which details how bullying is not tolerated. The subject of bullying is addressed at regular intervals in the Pastoral programme. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

Child sexual exploitation and female genital mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (Keeping children safe in education 2015). All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11- 12 of the Multi Agency Practice Guidelines.

Some indicators include:

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems.
- There may be prolonged or repeated absences from college or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.

If a teacher in the course of their work discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, they **must** report it to the police.

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 doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, this must be reported personally to the police.

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas, using dedicated mobile phone lines. Exploitation is an integral part of county lines. Offenders will often use coercion, intimidation, violence and weapons. Children going missing may be an indicator that they have been trafficked for the purpose of CCE. The college has a zero tolerance approach to the use of drugs and periodically uses detection dogs to identify any areas of concern within college.

Mental Health

Mental Health problems, can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have experience adverse childhood experiences, this can have a lasting impact. The Safeguarding and Pastoral Team liaise with relevant professionals in supporting the student. The College also has a dedicated Mental Health and Wellbeing Strategy and Committee.

Appendix 10- Indicators of abuse

A child who is being abused or neglected may:

- □ have bruises, bleeding, burns, fractures or other injuries
- □ show signs of pain or discomfort
- □ keep arms and legs covered, even in warm weather
- □ be concerned about changing for PE or swimming
- □ look unkempt and uncared for
- □ change their eating habits
- □ have difficulty in making or sustaining friendships
- □ appear fearful
- □ be reckless with regard to their own or other's safety
- □ self-harm
- □ frequently miss college or arrive late
- □ show signs of not wanting to go home
- □ display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- □ challenge authority
- □ become disinterested in their college work
- □ be constantly tired or preoccupied
- □ be wary of physical contact
- □ be involved in, or particularly knowledgeable about drugs or alcohol
- □ display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Appendix 11 - Procedure for dealing with a safeguarding concern

In the event of a safeguarding concern about an individual student when working within the College setting, members of the College should:

☐ Contact one of the Safeguarding Officers (SO) and discuss the concern. This will ensure that there is a co-ordinated approach to the needs of individual students and that all relevant information is collated.

☐ The SO may use guidance from the Local Safeguarding Children Board or Social Services or the police (if appropriate) to decide the action to be taken, and inform the person raising the concern of the decision.

☐ All concerns and decisions should be recorded. The person to whom the disclosure has been made will complete a referral on CPOMS and alert the DSL (see Appendix 4).

☐ If the person raising the concern is not satisfied that the action taken is appropriate advice should be sought from the Principal. If necessary, a referral may be made directly to Social Services.

See Appendix 1 for referral flowchart.

If a concern arises outside the College environment, but during the College day, members of the College should:

☐ Immediately contact the DSL/DDSL to discuss the concern

☐ If this person is unavailable or such discussion is impossible, advice should be sought from the Principal, or a member of CMT. If necessary, a referral can be made directly to the Local Safeguarding Children Board.

☐ Actions / concerns should be recorded and a copy of the information passed to the College when notifying them.

☐ Outside working hours, referrals should be made directly to the Contact Centre Advisors for Adults & Children Services. All actions / concerns should be recorded and fed back to the College (see Appendix 7)

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should use CPOMS to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns a member of the Pastoral Team.

If Personal Achievement Tutors receive information that leads them to suspect abuse of any student they can discuss this with their Senior Tutor/Pastoral Director. All staff are reminded that they should respect a student's right to privacy, in that information of a sensitive nature should only be passed on to staff concerned with the issue. If after a period of reflection the Senior Tutor feels the situation is not easily resolved, they should discuss the case with the DSL.

The DSL has the responsibility to negotiate a suitable resolution of the problem with the relevant members of the Pastoral Team and the student involved. Where appropriate this could include referring the case to, Social Services or other external agencies either for advice or help. Wherever possible and where there is no risk to life, the student will be kept informed of the process and likewise, where practicable and safe, college will inform parents/guardians of any referral before it is made or at least as soon as possible afterwards if contact cannot be made with them quickly. Written records of the case will be securely stored by the DSL.

Any information disclosed to the Counsellor will only be passed on in accordance with either the agreement of the student or without the agreement of the student in a case where the Counsellor deems there is a serious risk to life. The Counsellor will pass the relevant information on to the DSL, who will again take responsibility for co-ordination of a case conference and where appropriate liaison with external agencies.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students it is best practice for staff to:
- allow students to speak freely

- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener

- give reassuring nods or words of comfort –'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'

- not be afraid of silences, and allow space and time for student to continue, staff will recognise the barriers the student may have had to overcome to disclose.

- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way or ask investigative or leading questions – such as... whether it happens to siblings too, or what does the student's mother thinks about it.

- at an appropriate time tell the student that in order to help them, the member of

staff must pass the information on

- □ not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused

- □ avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong

- □ tell the student what will happen next. The student may agree to go with you to see the DSL. Otherwise let them know that you will be consulting them.

- □ write up their conversation **the same day on CPOMS** and forward it to the DSL.

- □ seek support if they feel distressed

Please note that any concerns relating to the 'Prevent Strategy' can be recorded on the **CPOMS.**

Notifying parents

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the LCSB.

Records and Monitoring

Any concerns about a child will be recorded on CPOMS ASAP and definitely within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions.

At no time should an individual teacher/member of staff or college take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

The DSL will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an on-going dialogue with Pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Young people may be harmed by other students or young people. Staff will be aware of the harm caused by bullying and will use the college's **anti-bullying procedures** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the college will work with other relevant agencies to maintain the safety of the whole college community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who may become concerned about a student's sexual behaviour should speak to the DSL as soon as possible.

Sexual exploitation of children

As mentioned previously, sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to childtrafficking.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Appendix 12 - Indicators of extremism

The following list is an example of indicators of extremism which staff should be aware of:

- ☐ Spending increasing time in the company of other suspected extremists.
- ☐ Changing their style of dress or personal appearance to accord with the group.
- ☐ Their day to day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- ☐ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- ☐ Possession of materials or symbols associated with an extremist cause.
- ☐ Attempts to recruit others to the group or cause.
- ☐ Communication with others that suggest identification with a group, cause or ideology.
- ☐ Using insulting derogatory names for another group.
- ☐ Increase in prejudice-related incidents committed by that person- these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice related materials, prejudice-related ridicule or name calling, inappropriate forms of address, refusal to cooperate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

More specific information can be found in the DCFS document '*Learning together to be safe: A Toolkit to help schools contribute to the prevention of violent extremism'*.

Coronavirus Outbreak Safeguarding Addendum

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Carmel College Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- Vulnerable Children
- Safeguarding Team
- Reporting a Concern
- Safeguarding Training and Induction
- Safer recruitment/volunteers and movement of staff
- Online safety in and away from college
- Supporting children not in school
- Supporting children in school
- Peer on Peer Abuse

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

All students who come under this category have been risk-assessed in consultation with the parents/carers and Social Workers to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. All children and young people with EHC plan and social workers can safely remain at home.

The Safeguarding Team know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Carmel College will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Emma Smith.

The Safeguarding Team

Michelle Williams, Designated Safeguarding Lead (DSL)

Emma Smith, Safeguarding Manager (SM)

Clare Griffiths, Deputy Designated Safeguarding Lead (DDSL)

The Safeguarding team have overall responsibility in ensuring that these actions are complete. The following actions have been taken to ensure continuity in safeguarding:

The Safeguarding Team is available via email and telephone. They are updating CPOMS and liaising with children's social workers and attend all multi-agency meetings, which can be done remotely.

Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Safeguarding Team. This will ensure that the concern is received. All staff have been emailed separately reminding them of the contact details of the Safeguarding Manager.

Staff are reminded of the need to report any concern immediately and without delay.

Concerns around the Principal should be directed to the Chair of Governors.

Safeguarding Training and Induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. All members of the safeguarding team have had training in the past 12 months, so they are not going to need refresher training.

All existing college staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The Safeguarding Manager will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter school name, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

 • the individual has been subject to an enhanced DBS and children's barred list check

 • there are no known concerns about the individual's suitability to work with children

• there is no ongoing disciplinary investigation relating to that individual

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Carmel College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Carmel College are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Carmel College will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Carmel College will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Carmel College will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in and away from college

If students attend college, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Carmel College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

• No 1:1s, groups only

• Staff and children must wear suitable clothing, as should anyone else in the household.

• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

• The live class should be recorded so that if any issues were to arise, the video can be reviewed.

• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

• Language must be professional and appropriate, including any family members in the background.

• Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

Carmel College is committed to ensuring the safety and wellbeing of all its Children and Young people.

The Pastoral team and college counsellor are contacting all vulnerable students and implementing bespoke support appropriate to each student. The pastoral team and counsellor are also supporting students during bereavement, including signposting students to relevant specialist agencies. All communication is being recorded on the Covis-19 Pastoral Support document, student notes and when appropriate on CPOMS.

ALS team are also making regular contact with our vulnerable (EHCP & HNS) students.

The St Helens Safeguarding Children in Education Coordinator has been contacted to ensure that the college is informed of any changes there may be for contacting the LADO and MASH team or other 'front door' services

The safeguarding team has contacted the social workers we are supporting students and have made arrangements on how to continue working with them in the current situation.

All emergency numbers and alternatives are up to date for staff.

Support for student and staff mental health and wellbeing includes regular updates on Carmel Connect, social media and emails. This also includes contact details for external support and students have been given advice on what to do in crisis.

The Safeguarding and Pastoral Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the Safeguarding Team will consider any referrals as appropriate.

Carmel College will share safeguarding messages on its website and social media pages.

Carmel College recognises that college is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Carmel need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

All students have chosen to study at home. Nonetheless, Carmel College is committed to ensuring the safety and wellbeing of all its students and will continue to be a safe space for all children to attend and flourish, should any circumstances change. The Principal will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

Carmel College will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Carmel College will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Carmel College has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – CMT will discuss them immediately.

Peer on Peer Abuse

Carmel College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where the safeguarding team receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The college will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.