

This policy is available on the website (or on request from the college office)

This policy should be read in conjunction with Keeping Children Safe in Education (KCSIE Part 1 September 2016 – including Appendix A) as well as the Staff Handbook.

Statement of Intent

The safety and welfare of all our students is our highest priority. In all matters relating to child protection the College will follow the procedures laid down by our own Local Safeguarding Children's Board (LSCB) together with DfE guidance contained in *Working Together to Safeguard Children* and *Keeping Children Safe in Education and Annex A September 2016*. This policy is applicable to the whole school community. All members of staff have a duty to safeguard our students' welfare and must familiarise and comply at all times with this policy. All College staff should be aware that safeguarding incidents can happen at any time and anywhere, and are required to be alert to any possible concerns. Safeguarding and promoting the welfare of students is the responsibility of all members of staff.

In particular:

- CCSS is committed to safeguarding and promoting the health, safety and welfare of its staff and students through a student-centred and co-ordinated approach to safeguarding.
- CCSS recognises that it must always consider what is in the best interests of the student when dealing with matters of safeguarding.
- CCSS recognises that the effective management of child safeguarding is essential to all its operations and as important as any other management function. CCSS will secure the commitment and involvement of staff to improve safeguarding management through effective and properly communicated procedures. This will be achieved by an annual update at the start of the academic year as well as briefings/emails throughout the year from the DSL as necessary.
- The Trustees are committed to ensuring that staff have the competence and resources to discharge their responsibility for child safeguarding matters.
- As a minimum, CCSS will comply with all relevant child safeguarding legislation, approved codes of best practice, other relevant standards and in accordance with locally agreed inter-agency procedures.

Responsibilities for child safeguarding

The College's designated Child Safeguarding Officer (CSO) and Prevent Lead is Denise Hammersley, who might also be referred to as the Designated Safeguarding Lead (DSL). Denise Hammersley takes lead responsibility for safeguarding and child protection. In her absence the deputy CSO is The Principal, Stuart Nicholson. The CSO and deputy CSO are fully trained in child protection and inter-agency working. The CSO is a member of the senior leadership team at the College. Both the CSO and deputy CSO attend regular courses and meetings with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and they both have a job description for their safeguarding roles and key activities. Their training meets the requirements of KCSIE – September 2016

The CSO/Deputy CSO are available for staff in the College throughout the year (either in person or by phone) to discuss any safeguarding concerns. The preferred method of contact is in person but as this may not always be possible staff are told to make contact by mobile phone (not email) if they wish to discuss a safeguarding concern.

The job description for the CSO is as follows:

Managing Referrals

- Refer cases of suspected abuse to the local authority children's social via the MASH as required
- Support staff who make referrals to the local authority children's social care
- Refer cases where a person is dismissed(or has left) due to risk/harm to a student to the DBS as required and

- Refer cases to the police where a crime may have been committed
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme

Work with others

- Liaise with the Principal to inform him of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- As required liaise with the 'case manager' and the designated officers at the local authority for child protection concerns (all cases which concern a staff member) and
- Liaise with staff on matters of safety and safeguarding and when deciding to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff.

Training

The CSO and Deputy CSO receive appropriate training carried out every two years (as well as attending meetings for updates from Cambridgeshire Safeguarding Authority as necessary) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure every member of staff (including part time, zero hours contracted staff) has read and understands the college safeguarding and child protection policy as well as Part 1 of KCSIE (September 2016).
- Ensure that all staff have training to recognise and identify signs of abuse, and when it is appropriate to make a referral, and to understand how child safeguarding procedures operate.
- Be alert to the needs of students with SEND in consultation with the SENDCO.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis.
- Provide opportunities for staff to use their expertise to contribute to and shape safeguarding arrangements and the safeguarding and child protection policy.
- Undertake Prevent awareness training.

Raising Awareness

The CSO will

- ensure the college's policies are known and used appropriately.
- ensure the college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Trustees regarding this.
- ensure the safeguarding and child protection policy is available on the college intranet and on the college website.
- ensure parents are aware that referrals about suspected abuse or neglect may be made and the role of the college in this.
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- maintain close links with the Cambridgeshire LSCB and report at least once a year to the Trustees on the child protection issues outlined above.

Child Protection Files

The College records on child protection are kept locked in a filing cabinet in the CSO's office separate from routine student records. Access is restricted to the CSO and the Principal as deputy CSO. When students leave the college the CSO ensures the child protection file is transferred to the new school or college as soon as possible. This file is transferred separately from the main student file, ensuring secure transit and a confirmation of receipt is obtained either by email or directly by phone.

The Trustee with responsibility for Child Safeguarding is Randall White (contact details available via The Principal's PA). The Trustees carry out an annual review of the College's safeguarding policies and procedures.

The responsibilities of The Board of Trustees are to:

- ensure the college's safeguarding arrangements reflect local protocols for assessment and the LSCB's threshold document and supply information as requested by LSCB.
- ensure that the appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote the children's welfare.
- recognise the importance of information sharing between professional and local agencies (refer to paragraphs 61 and 61 in Part 2 of the KCSIE)
- ensure all staff members undergo safeguarding and child protection training at induction, their training is regularly updated in line with advice from the LSCB and that they receive child protection updates at least annually.
- formally review child protection issues annually and ensure any deficiencies or weaknesses in child protection arrangements are remedied without delay
- approve amendments to child protection arrangements in light of changing regulation or recommended best practice
- ensure students are taught about safeguarding, including online, through teaching and learning opportunities (paragraph 68 in KSCIE Part 2)

External Agencies Contact details:

Local Safeguarding Childrens Board (LSCB)

Scott House
5 George Street
Huntingdon
Cams
PE29 3AD
Telephone: 01480 373522
Fax: 01480 376377
Email: LSCB@cambridgeshire.gov.uk
Website: <http://www.cambridgeshire.gov.uk/lscb>

Police (non-emergency)

Tel: 101

For all advice and to make a child protection referral contact:

Integrated Front Door (MASH)

0345 0451362

Emergency Duty Team (out of hours)

01733 234724

Referral email:

MASH.C&F@cambridgeshire.gcsx.gov.uk.

In case of allegations contact the Named Senior Officers for Allegations Against Teachers and Other Staff in Schools:

Chris Meddle – Tel 01223 703564

Diane Stygal – Tel 01223 507115

Local Authority Designated Officer (LADO)

Lynn Chesterton 01223 727969 (Mon, Tues and Weds)

Janet Farr 01223 727968 (Thurs/Fri)

Local Authority Prevent Contact

Cambridgeshire Police on 101 and select ext. number 2286 or 2595

Email: Prevent@cambs.pnn.police.uk

National Authority Prevent Contact

DfE dedicated helpline – 02073407264

Email: counter.extremism@education.gsi.gov.uk

FGM Helpline

Email : fgmhelp@nspcc.org.uk

Tel: 0800 028 3550

Education Child Protection Service

Mail Box No: D13, Cambridge Professional Development Centre

Foster Rd, Trumpington, Cambridge CB2 9NL

01223 729039

Education Safeguarding Manager

Sara Rogers 01223 729045

Email: ECPSGeneral@cambridgeshire.gov.uk

Office of the Children's Commissioner

08005280731

advice.team@childrenscommissioner.gsi.gov.uk

Legislation

CCSS fully recognises the responsibility it has under The Children Act 1989 and section 175 (*Section 157 for Independent Schools, Academies and City Technology Colleges*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This policy has regard to the guidance in the documents:

- **Keeping Children Safe in Education (KCSIE), September 2016 and Appendix A**
- Working Together to Safeguard Children, March 2015
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused, 2015, Circular 10/95 DfEE
- Safeguarding Children: Child Protection: Guidance about Child Protection Arrangements for the Education Service, 2004
- DCSF guidance 'Safeguarding Children and Safer Recruitment in Education', ISI Regulations, 2009
- Cambridgeshire Area Safeguarding Children Inter-agency Committee Procedures.
- 'Every Child Matters'
- The Singleton Report (2009)
- The Prevent Duty – Departmental Advice for Schools and childcare providers, DfE June 2015

This policy follows local and national guidance produced by the Cambridgeshire Local Safeguarding Children Board and is reviewed annually. Through their day-to-day contact with students and direct work with families, staff at the college have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre and in accordance with locally agreed inter-agency procedures. CCSS carries out its role by ensuring it has appropriate policies and procedures for safeguarding children's safety, including safe staff recruitment procedures, and procedures for dealing with disclosures of abuse against staff and volunteers. It also ensures there is a senior member of staff designated to take lead responsibility in child safeguarding issues. Once appointed, all CCSS staff are expected to play a part in the prevention of abuse, and in maintaining a safe environment.

Information and guidance on child safeguarding (please see Appendix 1 in this policy and Annex A of the KCSIE (September 2016) for detail about possible indicators of abuse)

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. There are many different types of safeguarding issues and staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, truanting and sexting put children in danger.

Students with SEND – Students with SEND can face additional safeguarding challenges and staff should be aware that additional barriers may exist when recognising abuse and neglect in this group of children. For example there might be an unfounded assumption that

- indicators of possible abuse such as behaviour, mood and injury relate to the student's disability
- difficulties in communication may exacerbate the issue.

Staff should also note that students with SEND are disproportionately impacted by things like bullying without outwardly showing any signs.

The four categories of abuse:

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur during pregnancy as a result of maternal substance misuse and may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- 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. In cases of suspected abuse, you may not be aware of obvious evidence, but become aware of secondary evidence such as changes in personality (for a student known to you) or a personality trait or behaviour that seems unusual (for one less well known). Under-performance in work, poor peer relations and a seeming inability to engage with adults may all be signs (among others) that indicate a vulnerability to or experience of abuse. Bullying does not normally constitute abuse, but persistent and physical/emotional bullying may well become a child safeguarding issue. (Please refer to the Anti-Bullying Policy)

Specific Safeguarding Issues

Child Sexual Exploitation

What is Child Sexual Exploitation (CSE)?

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. February 2017.

This type of abuse could happen to any young person from any background. It happens to young boys and young men as well as girls and young women. The victims of abuse are not at fault.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation

- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involvement in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

2. The Prevent duty (refer to Annex A of KCSIE (September 2016) which emphasises the importance of effective engagement with parents.)

If a member of staff at CCSS has a concern about a student and radicalisation then it will follow the procedure outlined by Cambridgeshire LSCB. The member of staff should inform the CSO who will refer to the MASH and the police will be contacted to determine what happens next. The Prevent officers may seek consent for the matter to be discussed at the Channel Panel. In order for CCSS to fulfil its Prevent duty, it is essential that staff are able to identify students who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting students from the risk of radicalisation is part of CCSS' wider safeguarding duties, and is similar in nature to protecting the students from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

To achieve this aim CCSS seeks to build students' resilience to radicalisation by promoting fundamental British values and enabling students to challenge extremist views. That said, our Prevent duty does not stop the debating of controversial issues. On the contrary, CCSS provides a safe space in which students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The DFE dedicated helpline/mailbox for non-emergency advice for staff and Trustees:

020 7340 7264

counter.extremism@education.gsi.gov.uk

Local Authority Prevent Contact

Cambridgeshire Police on 101 and select ext. number 2286 or 2595

Email: Prevent@cambs.pnn.police.uk

Risk assessment

Statutory guidance makes clear the expectation to assess the risk of students being drawn into terrorism through support for extremist ideas that are part of terrorist ideology. Via staff training and raising student awareness, CCSS demonstrates both a general understanding of the risks affecting young people in the area and a specific understanding of how to identify individuals who may be at risk of radicalisation and what to do to support them.

The general risks affecting students may vary from area to area, and according to their age. CCSS recognises that it is in an important position to identify risks within our local context. The CCSS WRAP training was delivered by a local police officer with a high level of local expertise.

CCSS understands the risks involved and is able respond in an appropriate and proportionate way. CCSS is aware of the increased risk of online radicalisation, as terrorist organisations such as ISIS seek to radicalise young people through the use of social media and the internet. With increasing internet connectivity via mobile devices CCSS recognises the limitations of our ability to prevent such access. It is in light of this that CCSS ensures that staff are trained to recognise students that are at risk and to report such concerns to the CSO. Senior staff are then able to examine the associated risks on a case by case basis at our fortnightly welfare meetings.

Staff training

The College's designated Prevent Lead is Denise Hammersley (also the CSO). CCSS acknowledges the importance of Prevent awareness training to equip all staff to identify students at risk of being drawn into

terrorism and to challenge extremist ideas so all staff at CCSS have trained using the on line certificated Channel training. Key staff have also trained as trainers via the Workshop to Raise Awareness of Prevent (WRAP) training. This training has been cascaded to CCSS staff.

Student Training

Channel Training will be undertaken by all new GCSE students into the college at the beginning of each academic year (from September 2016) as part of their PSHE programme.

IT policy

The statutory guidance makes clear the need for schools to ensure that students are safe from terrorist and extremist material when accessing the internet in college. CCSS has a college-wide safe internet usage policy that all staff and students sign up to.

CCSS employs internet filtering to reduce the availability of access to radical material. CCSS also reserves the right to examine individual student devices if we suspect that the internet connection that we supply has been used to access unsuitable or potentially dangerous material. The Deputy Principal monitors the sites that have been visited by students on the CCSS network – the filtering system allows us to determine which which sites have been visited and by whom.

Building students' resilience to radicalisation

CCSS seeks to build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. CCSS promotes the spiritual, moral, social and cultural development of students and, within this, fundamental British values.

Our Personal, Social and Health Education (PSHE) is an effective way of providing students with time to explore sensitive or controversial issues, and equips them with the knowledge and skills to understand and manage difficult situations. CCSS teaches students to recognise and manage risk, make safer choices, and to recognise when pressure from others threatens their personal safety and wellbeing. Our students are able to develop effective ways of resisting pressures, including knowing when, where and how to get help via personal tutors, teachers, college nurse, house managers and the college's independent listener.

Vulnerability/ Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable students experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals to understand and identify factors that may suggest a child, student or their family may be vulnerable or involved with extremism.

Vulnerability

- **Identity Crisis** - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the student is the partner, spouse, friend or

family member of someone believed to be linked with extremist activity) Does the student frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)

- Is there reason to believe that the student has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the student known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the student sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the student support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the student encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the student from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the student resulting in a noticeable change in behaviour? It is important to recognise that many students may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the student's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the student come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the student vocally support terrorist attacks; either verbally or in their written work?
- Has the student witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the student travelled for extended periods of time to international locations known to be associated with extremism?
- Has the student employed any methods to disguise their true identity? Has the student person used documents or cover to support this?

Social Factors

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student experience a lack of meaningful employment appropriate to their skills?
- Does the student display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the student demonstrate identity conflict and confusion normally associated with youth development?
- Does the student have any learning difficulties/ mental health support needs?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Does the student have a history of crime, including episodes in prison?
- Is the student a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the student's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature

- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Visiting Speakers

Our Cambridge location and connections means we are able to access some world class authorities who give excellent talks, presentations and demonstrations. These visiting speakers enhance our intellectual life and provide stretch, challenge and inspiration for students. The Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) requires a clear protocol for ensuring that any visiting speakers are suitable and appropriately supervised. The Prevent Duty requires us to have regard to the need to prevent people, including children, from being radicalised or drawn into terrorism. Radicalisation is the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of UK armed forces, whether in this country or overseas, are also considered extremist. We are not permitted to obtain a DBS disclosure or Barred List information on any visiting speaker who does not engage in regulated activity or perform any other regular duties for or on behalf of the College.

All visiting speakers will be subject to the College's usual visitors' protocol. The College will also obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the College. In doing so the College will always have regard to the Prevent Duty Guidance and the definition of "extremism" set out above.

Actions

Any member of staff inviting a visiting speaker, or overseeing a group of students who would like to invite a visiting speaker, must as a minimum carry out an internet search on the proposed speaker. Students may not invite visiting speakers – this must be done through a member of staff. If the internet search reveals information that indicate the speaker presents a risk of radicalisation then the matter must be referred to the Principal who will ultimately decide if it is appropriate to invite the speaker to attend the College. All visiting speakers will be required to bring proof of ID unless the speaker is known by the College. It is the responsibility of the supervising member of staff to check the ID and to supervise the speaker at all times. If a visiting speaker is carrying out other duties for the College, on a paid or unpaid basis, then they are likely to be categorised as either staff or a volunteer. If that is the case, then formal vetting checks will be necessary in accordance with the usual practices for staff and/or volunteers. It is only when formal vetting checks are necessary, that they must be recorded on the single central register (SCR). Informal checks on a visiting speaker do not therefore need to be recorded on the SCR.

3. Female Genital Mutilation (FGM). Please refer to KCSIE (September 2016 – Annex A).

The Serious Crime Act 2015 came into force in May 2015. This contained a number of amendments to the Female Genital Mutilation Act 2003 including the mandatory reporting duty. **From October 2015 staff in schools or colleges now have a statutory duty to 'report to the Police where they discover that FGM appears to have been carried out on a girl under 18'**. Those failing to report such cases will face disciplinary sanctions. Staff must report to the police cases where they discover an act of FGM has taken place and unless they have good reason not to report it to the CSO.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is categorised as a form of honour based violence. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

Why is it carried out

- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable

- Mistakenly believed to make childbirth easier
- FGM brings status/respect to the girl – social acceptance for marriage

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child sexual exploitation (CSE) – see also above
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also above
- Forced marriage
- Gangs and young violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

What should you do if you are concerned about a child?

If a member of staff or student has any safeguarding concerns they must contact the CSO immediately (although the individual with concerns may refer directly to the local children's social care services – if a direct referral is made the CSO must be informed as soon as possible). Robust procedures are in place for handling cases of suspected abuse (including allegations against staff and volunteers) and radicalisation which are consistent with those agreed by the LSCB; so that

1. **In the case of a child who is 'at risk' the matter is reported to the CSO who then phones the MASH on 03450451362. The referral is then backed up (within 24hours) by using the referral**

form and emailing it to Cambridgeshire Children's Social Care and/or the police if a crime has been committed - within 1 working day.

2. In the case of a child 'in need' (the child is not at immediate risk of harm) the matter is reported to the CSO who completes the referral form and emails it to Cambridgeshire Children's Social Care.
3. In the case where the allegation is against a member of staff (including the CSO) or volunteers the matter should be referred to the Principal and then to the LADO.
4. In the case where the allegation is against the Principal the matter is reported to Randall White (the Trustee responsible for safeguarding and then to the LADO (without informing the Principal).

The following points are important in all safeguarding incidents:

1. In the case of a child who is 'at risk', including abuse or neglect the matter must be reported to the CSO immediately. If outside of college hours, the case must still be referred immediately. Do not use email but call the CSO. The CSO has a very clear framework (as outlined above), laid down by the Cambridgeshire Local Safeguarding Children Board (LSCB). Social Care carry out any detailed investigation. In the absence of the CSO, refer cases to the Deputy CSO. Remember that a disclosure of child abuse or neglect may lead to a criminal investigation, so do not do anything that may jeopardise a police investigation, such as asking a student leading questions or attempting to investigate the disclosures of abuse. Never show disbelief.
2. When referring a student to the CSO, you should consider and include any information you have on the student's developmental needs and their parents'/carers' ability to respond to these needs within the context of their wider family and environment.
3. Communicate with the student in a way that is appropriate to their age, understanding and preference. This is especially important for students whose preferred language is not English. The nature of this communication will also depend on the substance and seriousness of the concerns and you may require advice from the CSO, Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
4. Where concerns arise as a result of information given by a student it is important to reassure the student but not to promise confidentiality.
5. Tell the informing student that you will now make sure that the appropriate people are notified. This could include a specialist social worker and that the worker may need to involve the police.
6. Ask the informing student or adult what steps they would like taken to protect them now that they have made a disclosure, and assure them that the college will try to follow these wishes.
7. Record all concerns, discussions about the student, decisions made, and the reasons for those decisions, distinguishing between fact, observation, allegation and opinion. Use a Logging a Concern about a Child Form available on the college intranet. Be aware that all written records could, at any time, be used to support an investigation or be used as evidence.
8. Never investigate reports of abuse. Alleged victims, perpetrators, those reporting abuse and others should not be interviewed by college staff beyond the point at which it becomes clear that a genuine disclosure or suspicion of abuse exists.
9. Talk to the CSO to follow up your concerns and always follow up oral communications to other professionals in writing and ensure your message is clear.
10. Remember that the requirements of the Children Act 1989 inevitably lead to some investigations being triggered that may not substantiate the disclosure made.

Refer to (KCSIE September 2016 Paragraphs 21 – 28 and the flow chart on P.10) for further information on the action required if you have a concern about a child (as opposed to a child being in immediate danger (Paragraph 28))

The CSO will:

1. Take any steps necessary to protect any student from risk of immediate harm.
2. Refer the matter immediately to the MASH team on 03450451362

3. Complete a formal referral (within 24hours) and email it to Cambridgeshire Children's Social Care. Liaise with the manager of the child safeguarding team.
4. Consult with the child safeguarding manager and follow advice with regard to contacting parents, other staff, police, doctor, alleged perpetrator or witnesses direct.
5. Take advice from the child safeguarding manager on informing other people at the college.
6. Inform the student or adult who made the initial disclosure of what the next steps are to be, having agreed these with the child safeguarding manager.
7. Inform the Principal in line with advice as above.
8. Take any necessary steps for the longer-term safeguarding and support of the student alleged to have suffered from abuse.
9. Take any steps necessary to protect and support a student who is alleged to have abused another.
10. Ensure that any student being interviewed by the police has a supportive member of staff of his or her own choosing present.

College procedures for preventing unsuitable people working with children

Safer Recruitment Policy

The safe recruitment of staff is the first step to safeguarding and promoting the welfare of children in education. CCSS is committed to safeguarding and promoting the welfare of all students in its care. As an employer, CCSS expects all staff and volunteers to share this commitment. In line with recent legislation and in order to help safeguard and promote the welfare of all its students the College is committed to a thorough and consistent Safer Recruitment Policy. The College follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations.

Aims and Objectives

The aims of the Safer Recruitment policy are to help deter, identify and reject people who might abuse students or are otherwise unsuited to working with them.

The recruitment and selection process should ensure the identification of the person best suited to the job at the College based on the applicant's abilities, qualification, experience and merit as measured against the job description and person specification.

The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation.

Roles and Responsibilities

It is the responsibility of the Trustees to ensure the College has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with relevant guidance and legal requirements.

Trustees have delegated responsibility to senior staff including the Principal, Deputy Principal, and Finance and Operations Director to lead in all appointments.

Recruitment and Selection Procedure

To ensure equality of opportunity, the College will advertise vacant posts to encourage as wide a field of applicants as possible; normally this entails an external advertisement. Any advertisement will make clear the College's commitment to safeguarding and promoting the welfare of children.

CCSS uses its own application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role (in addition, all applicants are required to account for any gaps or discrepancies in employment history). A CV alone is not sufficient. The application form will include the applicant's declaration regarding convictions and working with children, and will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants will be made aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and other professional regulatory bodies. Job Descriptions and Person Specifications will be finalised prior to taking any other steps in the recruitment process.

References for short listed applicants will be sent for immediately after short listing. The only exception is where an applicant has indicated on their application form that they do not wish their current employer to be contacted. In such cases, this reference will be taken up immediately after interview. Any offer of employment will be subject to satisfactory references. Two references must be provided. These will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions. All references will be followed up by a telephone call to the referee to authenticate the reference and referee. The College does not accept open references, testimonials, or references from relatives.

There will be a face-to-face interview wherever possible, and wherever possible the same panel will see all the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps that have been identified. All candidates will be asked the same questions to ensure consistency in the procedure. The questions will be determined prior to the interview by the interviewing panel. Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process. At least one member of any interviewing panel will normally have undertaken safer recruitment training. This is not mandatory in the independent sector, but CCSS trains relevant staff as necessary.

Offer of Appointment and New Employee Process

The appointment of all new employees is subject to the completion of all regulatory checks. The Independent School Standards Regulations (ISSRs), September 2016 identified these as:

1. Barred list/List 99
2. Enhanced criminal record check (DBS)
3. Identity
4. Medical fitness
5. Previous employment history/CV
6. References
7. Qualifications, where appropriate
8. Overseas checks, where appropriate
9. EEA check for teachers who have taught in the EEA
10. Right to work in the UK
11. Prohibition from teaching orders
12. Disqualification from childcare
13. Prohibition from management directions (section 128 directions)

A personnel file checklist will be used to track paperwork obtained in relation to these and any other regulatory checks, which are extensively explained in Part 4 of the ISSRs.

The Disclosure and Barring Service (DBS) check should be completed before a new colleague commences work, but if it has not been received prior to the start of employment, the HR Officer will inform the Principal, who will implement risk assessment and additional supervision if it is deemed that the individual can start work. ALL other checks MUST be complete.

All new employees will be given an induction which will clearly identify the College policies and procedures, including the Child Protection and Safeguarding Policy as well as Part 1 of KCSIE and the staff handbook (which includes the Staff Code of conduct and Whistleblowing information). The induction process will make clear the expectation and codes of conduct which will govern how staff carry out their roles and responsibilities. A designated Trustee will be responsible for auditing the Single Central Register and reporting his/her findings to the Trustee Board.

Records and Data Protection

All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act (DPA). CCSS will retain interview notes on all applicants for not more than 6 months, after which time the notes will be destroyed, in accordance with the Data Protection Act 1998. This gives sufficient time to allow the College to deal with any data access requests, recruitment complaints or to respond to any complaints made to an Employment Tribunal. All information retained on employees is kept centrally and securely in the Human Resources department.

Ongoing Employment

CCSS recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The College will therefore provide ongoing training and support for all staff, as identified through the annual PDR procedure.

Leaving Employment at CCSS

Despite best efforts to recruit safely there will be occasions when allegations of abuse against children and young people are raised. In cases relating to the behaviour of an employee the College's Disciplinary Policy will apply. In cases of dismissal (or resignation) due to the above behaviour, CCSS will inform the DfE and the Children's Safeguarding Unit of the circumstances why the employee is leaving CCSS's employment. DBS will also be informed and in the case of professional misconduct NCTL will be informed.

Allegations of abuse by students against students (peer on peer abuse)

Peer on peer abuse is most likely to include, but not limited to, bullying(including cyber bullying), gender based violence/sexual assaults such as girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence and sexting. (Please refer to CEOP (Child Exploitation Online Protection Centre for further guidance and also the advice published by the UK Council for Child Internet Safety (UKCCIS website). Staff must recognise that students are capable of abusing their peers and that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

If there are allegations of abuse by one or more students against another student, then the allegation will be referred by the CSO to the local agencies when there is reasonable cause to suspect a child is suffering. In the event of disclosures about such abuse, both alleged perpetrators and victim should be considered as 'at risk'. (Refer to the college 'anti bullying policy' for further information).

Allegations of abuse made against teachers, volunteers, and other staff (including the Principal and the CSO)

Any allegation of abuse made against a member of staff (including the CSO) or volunteer, will be reported immediately to the Principal. If an allegation is made against a teacher, rapid resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. CCSS will not undertake investigations of allegations without prior consultation with The LADO or in the most serious cases, the police, so as not to jeopardise statutory investigations. The Principal is required by statute to report to the Disclosure and Barring Service (formerly the Independent Safeguarding Authority) within one month of their leaving the college any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

Allegations of abuse may be made against a member of staff, a volunteer, a Trustee, a student, parent or other person connected to the school. Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in Part four of KCSIE – September 2016.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Principal **immediately** so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. The Principal will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform Ofsted if appropriate. Should the allegation of abuse concern the Principal the member of staff should inform the Chair of Trustees without the Principal being informed first.

The Principal will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO and the Principal will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another student he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The College will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive) or Unfounded (where there is no evidence or proper basis which supports the allegation being made). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements for the member of staff and their dependents must be put in place for alternative accommodation away from children. In the case of a student the matter will be dealt with under the College Rules, Discipline and Sanctions Policy.

During the course of the investigation the College in consultation with the LADO will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from students.

Any students who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the College will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The College will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The College will report to the DBS, within one month of leaving the College any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Whistle blowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 the line is available from 8am – 8pm (Monday to Friday) or by email help@nspcc.org.uk.

In raising concern or making a disclosure about college practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm, you are protected in law from disciplinary action or discrimination for 'whistle-blowing', provided that you can show you acted in good faith. **See the Staff Handbook** for further information. If a member of staff has concerns about the behaviour of another member of staff towards a student, he/she should report it at once to the CSO (or to the Chair of Trustees where the concern relates to the Principal). Any concern will be thoroughly investigated in accordance with the College's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the student, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

All CCSS staff (teaching and non-teaching)

Staff should ensure their working practice avoids placing themselves in potentially vulnerable situations and impress upon students, parents, visitors and contractors the need to co-operate in matters of Child

Safeguarding. Staff have a duty of care to students, fellow staff and others supporting the education of students at CCSS. All staff are accountable for the way in which they exercise authority, manage risk, use resources, and protect students from discrimination and avoidable physical and emotional harm.

CCSS expects staff to:

- Read part 1 and Annex A of the document Keeping Children Safe in Education (KCSIE) published in September 2016
- Be aware of and promote all policies and practices relating to child safeguarding and student welfare, including training requirements of their own and of their colleagues.
- Ensure that students, parents, visitors and contractors are aware of and comply with Child Safeguarding procedures.
- Follow the staff code of conduct in the Staff Handbook. It covers the standards of behaviour required from all members of staff.
- Know who the Child Safeguarding Officer (CSO) for CCSS is.

Staff Induction and Training

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the College, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the CSO or the Principal and, if required, to the main points of local procedures of the College's LA to which referrals are made. Child protection training is also given to new volunteers. Everyone attends regular refresher training in line with advice from the LSCB, with the designated persons receiving training every two years. Training in child protection is an important part of the induction process. Training includes a review of the College's Safeguarding Policy, the staff code of conduct policy/behaviour policy/whistle-blowing policy (in the staff Handbook), the identity of the CSO and a copy of Part 1 and Annex A of KCSIE. Training also promotes staff awareness of child sexual exploitation, forced marriage and female genital mutilation. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.

CCSS requires all staff to have relevant training in child safeguarding procedures, and to understand the part that all staff, including support staff, can play in improving safeguarding. CCSS organises these training opportunities, and the onus is on staff to make themselves available for training as soon as possible. The CSO and the Deputy CSO undertake training in inter-agency working that is provided by, or to standards set by, the Local Safeguarding Children Board (LSCB), and refresher training at two-yearly intervals to keep his/her knowledge and skills up to date.

All other staff undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities for child safeguarding that is kept up to date by refresher training at regular intervals to be taken in line with advice from the Local Safeguarding Children's Board (LSCB). Temporary staff and volunteers who work with children are made aware by the CSO of the college's arrangements for child safeguarding and their responsibilities. Where there are delays in the provision of this training staff will receive interim training in Child Safeguarding provided by the Child Safeguarding Officer. Notices are in place at college sites to make staff aware of child safeguarding procedures and the role of the Child Safeguarding Officer.

Staff Behaviour and Code Of Conduct

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all students with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in a sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and student at all times. Any physical contact should be the minimum required for care, instruction or restraint.

Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in

their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification (Sexual Offences Act 2003). Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Communication with Students

Staff should not give their personal mobile phone numbers or email addresses to students, nor should they communicate with them by social media, text message or personal email. If they need to speak to a student by telephone, they should use one of the College's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a College mobile phone with him/her and may ask the students for their mobile numbers before allowing them out in small, unsupervised groups. The College mobile should be used for any contact with students that may be necessary.

Physical contact with students

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with students and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by students or onlookers. A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the CSO informed and, if appropriate, a copy placed on the student's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the CSO/Principal who will decide what to do next.

Transporting students

It is inadvisable for a teacher to give a lift in a car to a student alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of students unavoidable, the journey should be made known to a member of SLT.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to students or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Action If a Student is Missing

Note Please refer also to the Guidelines for action if students go missing and the Attendance and Punctuality Policy. In the case of boarders (at weekends and evenings) please refer to the House Managers Handbook and the missing students policy.

Teaching staff must ensure that registers are taken promptly at the start of every lesson and all absences reported (via iSAMs) to the office. The office will then follow up the reported absences by

- contacting the student
- contacting the parent (in the case of a day student) or the HM (boarders)
- contact the nurse
- contact a senior member of staff

A record is kept by the school of any instances in which a student is missing from College without satisfactory permission and documentation, including the action taken and the student's explanation. If there are any child welfare or safeguarding concerns follow normal procedures for referral.

Equal Treatment

We are committed to equal treatment for all students regardless of sex, race, disability, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

Bullying

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the College. Any kind of bullying is unacceptable and the College keeps a record of any incidents. Please see our policy on anti-bullying for further details.

Complaints

Copies of the College's complaints procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the College's complaints procedure.

Monitoring and Evaluation of this Policy

The College monitors and evaluates its Safeguarding and Child Protection policy and procedures through the following activities:

- Trustee visits to the College (delegated trustee visits the college to check storage of files)
- Senior leadership team discussion sessions with students and staff
- Frequent scrutiny of attendance data
- Regular analysis of risk assessments
- Trustee body meeting minutes (Trustees receive the audit carried out by Cambridgeshire local authority at the start of the academic year, as part of the extended service bought by the college)
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the trustee body
- Regular review of parental concerns and parental questionnaires

The Principal undertakes an annual review of the college's policies and procedures relating to safeguarding, and how the above duties have been discharged.

This policy is reviewed annually – by the CSO and Cambridge Child Protection Services

Reviewed and updated by Denise Hammersley – November 2015

Reviewed February 2016 – Denise Hammersley and Stuart Nicholson

Reviewed September 2016 (in line with KCSIE September 2016 updates) – Denise Hammersley

Updated September 2017 by Denise Hammersley.

Next review date December 2017

Appendix 1 Taken from 'What to do if you're worried a child is being abused' Advice for Practitioners

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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

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

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.