

The City of Leicester College



Safeguarding & Child Protection Policy (inc Whistleblowing)

Academic Year 2020/21

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

Approved by:	Governing Board	Date: 07.012.20
Last reviewed on:	September 2020	
Next review due by:	September 2021	
Chair of Governors:	J S Andrews	
Head Teacher:	K D Vernon	

Contents Page

	Section	Page No.
Safeguarding Staff Members List		2
Introduction	1	4
Overall Aims	2	5
Key Processes	3	5
Expectations;	4	5
<i>Staff & Visitors</i>	4.1	5
<i>Statement for Parents/Carers</i>	4.2	6
Extended School Activities	5	6
Procedures	6	6
Responsibilities;	7	7
Designated Safeguarding Lead	8	7
<i>Headteacher</i>	8.2	9
<i>Governing Body</i>	8.3	9
Supporting Children	9	10
Confidentiality	10	11
Supporting Staff	11	11
Allegations Against Staff	12	11
Whistleblowing	13	12
Preventing Abuse	14	12
Safeguarding students who are vulnerable to extremism	15	13
Contextual Safeguarding & Child Criminal Exploitation	16	14
County Lines	17	14
Serious Crime, Gang Violence & Youth Violence	18	14
Knife Crime	19	15
Child Criminal Exploitation (CCE) & Cybercrime Involvement	20	15
Child Criminal Exploitation & Child Sexual Exploitation (CSE)	21	15
Modern Slavery & Trafficking	22	15
Child on Child Sexual Violence & Harassment/Peer on Peer Influence	23	16
Children and the Court System	24	16
Children with family members in prison	25	16
Homelessness	26	16
Other forms of abuse and neglect	27	17
<i>Child Sexual Exploitation & Trafficking</i>	27.1	17
<i>Grooming & Sexting</i>	27.8	18
Sexual Violence, Sexual Harassment & Peer on Peer Abuse	28	18
Upskirting	29	19
Domestic Violence & Domestic Violence between young people	30	20
Child Missing From Education	31	21
Honour Based Abuse	32	21
Female Genital Mutilation	33	21
Forced Marriage	34	22
Abuse linked to Faith, Beliefs and Culture	35	22
Early Help	36	23
Bullying and Safeguarding/The Law	37	23
Our Local Priorities	38	24
Private Fostering	39	24
Online Safety	40	24
What to do when we are concerned	41	25
Policy Review	42	25
Other Relevant policies in School	43	26
Useful Contacts	44	27

Appendices

	Page No.
Appendix 1 – Definition & Indicators of Abuse	28
Appendix 2 – Procedures; If you're concerned about a child	33
Appendix 3 – Procedures; Allegations against a staff member	35
Appendix 4 – Procedures; Avoiding allegations of abuse for Staff/Volunteer	36
Appendix 5 – Indicators of vulnerability to radicalisation	37
Appendix 6 - Whistleblowing	38
Appendix 7 – COVID 19	43

Safeguarding Team Members of The City of Leicester College



Mr John Andrews – Chair of Governors



Mr Abdul Vhora – Safeguarding Lead Governor



Ms Jillian Walton – Designated Safeguarding Lead (Deputy Headteacher)



Miss Karena Anderson – Deputy Designated Safeguarding Lead



Mr Ken Vernon – Deputy Designated Safeguarding Lead (Headteacher)



Mr Christopher Dakin – Deputy Designated Safeguarding Lead



Mr Jon Hunt – Deputy Designated Safeguarding Lead



Mr Stefan Cook – Deputy Safeguarding Lead



Mrs Nicola Coton – Deputy Safeguarding Lead

Mrs Nicola Coton – Designated Teacher for Looked After Children
Jude Atkinson – Local Authority Designated Officer
Miss Sandra Lloyd – Attendance Officer / Welfare Officer

1. Introduction

1.1 The City of Leicester College fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests of the child** (KCSIE 2020). The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of **'it could happen here'** where safeguarding is concerned. This policy sets out how the college and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the college.

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The City of Leicester College is committed to safeguarding and promoting the welfare of all its students and. We believe that:

- All children/young people have the right to be protected from harm
- Children/young people need to be safe and to feel safe in college
- This means our staff consider, at all times, what is in the best interest of the children/young people
- Children/young people need support which matches their individual needs, including those who may have experienced abuse
- All children/young people have the right to speak freely and voice their values and beliefs
- All children/young people must be encouraged to respect each other's values and support each other
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally
- The staff within our college are prepared to identify children and young people who may benefit from Early Help intervention
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours
- **All** staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 The City of Leicester College will fulfil local and national responsibilities and accepted best practice as laid out in the following documents: -

- Working Together to Safeguard Children (DfE March 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium)
- Prevent Duty 2015
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Partnership Board (LSCPb)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018

- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our college to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff¹ believe that our college should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Overall Aims

- This policy will contribute to safeguarding our students and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience at the same time considering the best interest of the child.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the college, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the college which will be followed by all members of the college community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention
- Work within the curriculum raising awareness of and promoting safeguarding, on and off line, to our children/young people.
- Ensuring that all adults within our college who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Key processes

Our college procedures for safeguarding children are in line with the *Leicester Safeguarding Children's Partnership Board (LSCP)*, *Multi Agency Child Protection/Safeguarding Procedures* (<https://llrscb.proceduresonline.com/>), in addition to the statutory requirements as outlined in 1.3.

4. Expectations

4.1 All staff and visitors will be familiar with this safeguarding policy;

- Staff will have access to a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited annually through Whole College Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the college a copy of their H & S and Child Protection Guidelines as best practice and where applicable;

¹ 'Staff' Covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

and that the college has a statement in main reception notifying external visitors who the Colleges DSL is and what to do if they have any concerns about a child's welfare

- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures on CPOMS if they have access and give the record to the DSL
- Deal with a disclosure of abuse from a child in line with our college procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Record safeguarding information using college procedures whether electronic (CPOMS) or in paper form

4.2 All parents will be familiar with this safeguarding policy;

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our colleges website, (<https://cityleicester.co.uk>). Additional copies will be issued as and when required including notifying parents of changes within the document, i.e. revised annual policy.

4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

'The City of Leicester College ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and off line, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.'

***The College has a statutory responsibility** to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the college will be able to inform the parents/carer of its need to make a referral. However, sometimes the college is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The college follows legislation that aims to act in the best interests of the child.*

5. Extended college and before and after school activities

5.1 Where the governing body provides services or activities directly under the supervision or management of college staff, the school's arrangements for child protection will apply.

5.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the college on these matters where appropriate

6. Procedures

6.1 The City of Leicester College will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff are provided with opportunities **annually** to receive Safeguarding Training by the Safeguarding in Education team in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the college's responsibilities in regard to child protection procedures through publication of the college's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home college agreement.

- Our lettings policy will seek to ensure the suitability of adults working with children on college sites at any time. Community users organising activities for children are aware of and understand the need for compliance with the college's child protection guidelines and procedures.
- The City of Leicester College is committed to safer recruitment as outlined in Keeping Children Safe in Education 2020. The college will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly by Ms Jillian Walton & the Safeguarding Governor. The college will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.
- All governors will undergo a DBS check and a S128 check as outlined in Keeping children safe in education 2020
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our CLT has attended LADO training (Managing allegations against staff members)
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the college, with a statement explaining the college's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.).
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our college will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the college's behaviour policy, the college's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused'², Keeping Children Safe in Education 2020 Part 1 and Annex B³, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the college. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium).⁴

7. Responsibilities

7.1 The City of Leicester College understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If the concerns are in regards to the conduct of a staff member the report is made to the Headteacher. If the concerns are regarding the Headteacher then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our college's whistleblowing procedures to report their concerns. (Appendix 6)

7.3 All staff will be versed in our Whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

7.4 All staff will be well versed in the college's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support - DSL's and Attendance officer will communicate with the child/parents by following the procedures and guidelines and inform the relevant agencies if required.

8. Designated Safeguarding Lead (DSL) – Roles and Responsibilities⁵

8.1 Keeping Children Safe in Education September 2020, Annex B, outlines specific responsibilities of the DSL (A member of the College's Leadership Team) and their responsibilities within this role. Our designated safeguarding

²https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

³https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

⁴<https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

⁵https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf Annex B, Role of Designated Safeguarding Lead

lead will take lead responsibility for safeguarding and child protection (including online safety). Their key areas of responsibilities include: -

Manage Referrals:

- Refer cases of suspected abuse and neglect to children's social care/police
- Support staff who make referrals to local authority
- The Channel programme where there is a radicalisation concern and support staff with this
- Cases in relation to allegations against staff members to LADO including disclosure and barring
- Cases where any crime may have been committed to the Police

Work with Others:

- Act as a point of contact with the 3 safeguarding partners
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff.

Undertake Training:

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- Understand the assessment process for providing early help and intervention including local authority referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference, attend and contribute effectively
- Ensure each member of staff has access to and understands the college's or college's child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Understand relevant data protection legislation and regulations including GDPR
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Encourage a culture of listening to children and taking account of their wishes and feelings,
- Understand and support the college with regards to the requirements of the Prevent duty and undertake Prevent Awareness Training
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them

Raise Awareness

- Ensure the college's child protection policies are known, understood and used appropriately
- Ensure the college's child protection policy is reviewed annually and is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- Link with the local LSCPB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including those with a social worker are experiencing

Child Protections Files

- Where children leave the college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available on college site from the hours of 08:00 a.m. through to 16:30pp.m. The college will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

8.2 Roles and responsibilities of the Headteacher

The Headteacher of The City of Leicester College will ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff
- The Safeguarding & Child Protection Policy and other policies are updated annually, ratified by the Governing body annually and that relevant policies are available publicly either via the college website, parents evening, open days or by other means
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. (Whole college approach and child centred practice)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCP, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2020, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL's.
- That staff undergo and attend annual Whole School Safeguarding Training (INSET)
- All staff are made aware of their right to whistleblow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. (Appendix 6)

8.3 Roles and responsibilities of the Governing Body / Proprietors/ Trustees

The Governors of The City of Leicester College will ensure that:

- The college has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website (<https://cityleicester.co.uk>)
- That all college staff members working with children consider the best interests of children and are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL

- The DSL and the appointed deputy(s) for child protection undertakes training for designated safeguarding leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCP, and attends refresher DSL training at two-yearly intervals
- That clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole College Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the college's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion and lead on issues to do with safeguarding children and child protection within the college, liaise with the DSL, and provide information and reports to the governing body and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that college creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2020).
- Will ensure that at least 1 member of the Governing body has attended Safer Recruitment Training and that training is regularly refreshed
- That the Chair of the governing body completes the annual Safeguarding in Education Check List – supporting college to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority in a timely manner

9. Supporting Children

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help for various reasons and their experiences of trauma and abuse can lead them to becoming more vulnerable or educationally disadvantaged. When receiving information from the Local Authority that a child has a social worker, our DSL will use this information so that decisions can be made in the best interest of a child's safety and welfare, as routine. Our DSL, where appropriate, will share information accordingly with relevant partner agencies to safeguard and promote the physical and mental health wellbeing of any child. In addition to this;

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the college may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

9.1 Our college will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of college life including through the curriculum
- Identifying children who are in need of extra mental health support which includes working with external agencies
- Promoting a caring, safe and positive environment within the college
- Ensure children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically, mentally and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help

- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored
- Providing continuing support to a student (about whom there have been concerns) who leaves the college by ensuring that such concerns and college medical records are forwarded under confidential cover to the Head at the pupil's new school/college as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- The college will ensure that children are taught about safeguarding, including online safety this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education

10. Confidentiality

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child.

10.4 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, duty & Advice Service.

11. Supporting Staff

11.1 We recognise that staff working in the college who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium).⁶ provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

11.4 We recognise that DSL's should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCP

12. Allegations against staff

12.1 All college staff including supply staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2 All staff including supply staff should be aware of the Whole College Behaviour Policy and Staff Code of Conduct

⁶ <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2019⁷

12.4 All staff as part of their annual safeguarding training will receive E Safety Training and will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.5 We understand that a pupil may make an allegation against a member of staff;

12.6 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPБ Procedures (http://lrscb.proceduresonline.com/chapters/p_alleg_staff.html) and the College's Managing Allegations Policy.

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors / trustees who will consult with Children's Social Care, LADO, without notifying the Headteacher first. (0116 454 2440)

12.9 In all occasions identified in 12.7 & 12.8 above, the college will follow the LSCPБ/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11 In line with this policy and other college procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from college premises.

12.13 Our college staff including supply staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

12.14 Our college staff including supply staff and volunteers understand their responsibilities in raising an allegation against another staff member; following local authority and LSCPБ guidance and procedures

13. Whistleblowing

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

13.3 All staff are aware of and understand how to use our college's whistleblowing procedures. (Appendix 6)

13.4 All staff have access to the NSPCC Whistleblowing Helpline

14. Our role in the prevention of abuse

14.1 We recognise that the college plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

⁷ <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of *'it could happen here'*
- Ensure that all children know there is an adult in the college whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, mental/physical health, e-safety and bullying.
- Relevant safeguarding issues will be addressed through other areas of the curriculum, for example, English, History, Drama, Art, ICT and E Safety (includes online and offline safety)
- Other areas of work
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole college approach.
- Our safeguarding policy cannot be separated from the general ethos of the college, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

15. Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy⁸ and (Revised Prevent Duty Guidance 2015⁹), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 The City of Leicester College values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The City of Leicester College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

15.4 The City of Leicester College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

15.5 LOCAL CONTEXT : Risks from Islamist ideology, social media COVID 19 conspiracies, whilst this is a risk to young people in our area it is a national risk. Right-wing offering alternative curriculum/home schooling, there are concerns around the content of this nationally. Mixed ideology – not attaching themselves to any groups but has unclear and unstable messages due to an obsession or interest.

15.5 Risk reduction

15.6 The college governors, the Headteacher and the DSL's for Safeguarding will assess the level of risk within the college and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of

⁸ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf & CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

⁹ Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

students by gender and SEN, anti-bullying policy and other issues specific to the college's profile, community and philosophy.

15.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

15.9 Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required

16. Contextual Safeguarding and Extra Familial Abuse (Child Criminal Exploitation)

16.1 CCE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents and CCE can be associated with factors outside the college and/or can occur between children outside of these environments. The City of Leicester College Staff including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur and will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means The City of Leicester College staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. Environmental factors within Contextual Safeguarding include but not exclusive;

17. County Lines

17.1 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

17.2 Common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

17.3 People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

18. Serious Violence, Gang Violence & Youth Crime

18.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

18.2 The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

18.3 Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

19. Knife Crime

19.1 Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

20. Child Criminal Exploitation and Cybercrime Involvement

20.1 Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

21. Child Criminal Exploitation and Child Sexual Exploitation (CSE)

21.1 County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children. This is further outlined in section 17.1 of this Policy.

22. Modern Slavery & Trafficking

22.1 Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

Someone is in slavery if they are:

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

22.2 Human trafficking;

22.3 Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another

person; (where a child is involved, the above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

23. Child on Child Sexual Violence and Sexual Harassment (Peer on Peer Abuse)

KCSIE 2020, Part 5 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Peer on Peer abuse/ Child on Child Sexual Violence and Sexual Harassment is outlined in section 18.3 of this Policy.

24. Children and the court system

24.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

24.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child or young person from our college is in a situation where they are required to give evidence, college staff members will support the child and family members where appropriate.

25. Children with family members in prison

25.1 The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their college attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

25.2 These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

25.3 Approximately 200,000 children have a parent sent to prison each year and as such, The City of Leicester College members will support children and their family members if children from our college have family members in prison. In such cases, The City of Leicester College will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent of carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

26. Homelessness

26.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL's are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

26.2 Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

26.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

26.4 Furthermore, The City of Leicester College staff also promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of college staff so that support can be provided.

26.5 Safeguarding CYP is a local and national priority and within The City of Leicester College, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with the college's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could productionally harm our children and young people;

- Our college keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities, mental health and forms of exploitation
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young peoples needs
- Our college works with and engages our families and communities to talk about such issues
- Our college staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our college brings in experts and uses specialist material to support the work we do
- Our college staff fully understand how to raise a concern using the appropriate channels

26.6 As The City of Leicester College staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2020. These are outlined in **Appendix 1**.

27. Other Forms of Abuse and neglect

27.1 **Child Sexual Exploitation (CSE) & Trafficking.** CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

27.2 The City of Leicester College staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015¹⁰ (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

27.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

27.4 Our college staff are also aware of some of the signs and symptoms of CSE through LSCP B Leaflets¹¹, staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered though Children's Workforce Matters¹² that the DSL has attended.

¹⁰ <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

¹¹ <http://www.lcityLSCP.org/information-for-practitioners/safeguarding-topics/child-criminal-exploitation-child-sexual-exploitation-trafficking-missing/>

¹² <http://www.childrenworkforcematters.org.uk>

27.5 Our college staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹³ available on the LSCP website.

27.6 Our college staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.

27.8 Grooming & Sexting can also form part of CSE both online and offline

27.9 Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.

27.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation¹⁴.

Grooming Models include;

- The relationship / peer model
- Organised / network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming / Social Networks

27.11 Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

27.12 Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

The City of Leicester College takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our college. The City of Leicester College has a duty of care to inform the Police and Childrens Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

27.13 The City of Leicester College staff follow college procedures in reporting such concerns and promote E Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the college and home environment. Our college have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story/Chelseas Choice to highlight the dangers.

27.14 Our E safety policy is highlighted to staff, pupils and parents and is available on our college's website including our acceptable usage policy.

28. Child on Child Sexual Violence & Harassment including Peer on Peer Abuse/Children using Harmful Sexual Behaviour¹⁵ (HSB)

¹³ <http://www.lcityLSCP.org/information-for-practitioners/safeguarding-topics/child-criminal-exploitation-child-sexual-exploitation-trafficking-missing/>

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

^{15&17} https://llrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

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

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

28.1 Sexual violence and sexual harassment¹⁶ 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

28.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

28.3 The City of Leicester College takes Peer on Peer abuse/Child on Child Sexual Violence & Harassment seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our college, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

28.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

28.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our college will provide information, guidance and training to relevant staff members to support them with this.

28.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our college has clear guidelines around this.

28.7 Our college also refers to the LSCPB procedures¹⁷ which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2020 (Part 5) also makes reference to Child on Child Sexual Violence & Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29. Upskirting

29.1 Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. Its often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. The City of Leicester College take these types of incidents seriously and our staff are aware of the law against 'Upskirting' which came into force on April 12, 2019 in England and Wales. If our staff are made aware of such incidents, the college will follow its safeguarding procedures in addition to seeking advice from the Police.

29.2 At The City of Leicester College, all our staff are 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"; and

¹⁶https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

¹⁷ https://llrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, upskirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken

29.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCP Referrals Procedure to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole College Training.

30. Domestic Violence and Abuse & Violence between young people (Teen relationships)

30.1 The cross-government definition of domestic violence and abuse is¹⁸:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

30.2 There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their mental health and wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Childrens Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

30.3 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC¹⁹, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

30.4 If The City of Leicester College is made aware of children behaving this way with other children within our college, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

30.5 If such cases are prevalent within our college, whether the incident involves Adult Relationships or Teen Relationships, the college will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

30.6 Furthermore, involvement through Operation Encompass and Early Help Offer can also support the child and parents/carers and the college will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our college to ensure information and the importance of healthy relationships is highlighted through assemblies, tutor time and PSHE lessons.

¹⁸ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

¹⁹ <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

31. Child Missing from Education

31.1 A Child Missing From Education forms part of the wider LSCPB procedures²⁰ for children who go missing from School, Home, Care Education and includes Families who go missing.

31.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

31.3 Should a pupil go missing from The City of Leicester College our Attendance Officers Sandra Lloyd/Ann Withers will inform the DSL/CLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

31.4 At The City of Leicester College if a child is no longer coming to our college where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our college guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of college to go on holiday, where a child is removed from college family are moving away;

31.5 We will notify All relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

32. Honor based Abuse (HBA)

32.1. Honour-based Abuse is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

32.2 HBA can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

33. Female Genital Mutilation

33.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

33.2 Definition of Female Genital Mutilation²¹ (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.

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. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding on April 2019/September 2019, and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy

²⁰ <https://llrscb.proceduresonline.com/index.htm>

²¹ FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

33.3 As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff at The City of Leicester College are aware of such concerns, staff will, in the first instance, report their concerns to the DSL/Safeguarding Team and Headteacher and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Childrens Social Care.

33.4 Any concerns raised including any referrals made will be; monitored closely and recorded following our college's procedures by the staff members raising the concern, the DSL or both.

33.5 Furthermore, our college staff are aware that guidance on FGM has been updated in July 2020 and the guidance is available to all staff.

34. Forced Marriage

34.1 A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

34.2 The Governments definition of a Forced Marriage²² is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

34.3 The City of Leicester College staff, through induction and Whole College Training are aware of the importance and impact on a child/student who is involved in such situations.

34.4 In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

34.5 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Abuse will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

35. Abuse linked to faith, beliefs and culture

35.1 Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

²² <https://www.gov.uk/guidance/forced-marriage>

35.2 Whilst this is not an exhaustive list, The City of Leicester College recognises that sadly, such cases are on the increase within the community and as a college, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

35.3 If the college has been made aware of such a case, the college will follow LSCP procedures and where appropriate, report the incident to Children Social Care and/or the Police.

35.4 As a college, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our college and maintain this ethos throughout the teaching and learning environment.

36. Early Help and Supporting Children and their Families

36.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

36.2 At The City of Leicester College's DSL's have attended our LSCP's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

37. Bullying and Safeguarding

37.1 **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

37.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

37.3 It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

37.4 The City of Leicester College has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our college website (<https://cityleicester.co.uk>) and sets out clear procedures in managing such incidents within the college. We also deliver work in college about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

37.5 However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Childrens Social care or the Police especially in relation to illegal activity.

38. Local Priorities

38.1 Within Leicester City, the Local Authority and LSCP has have their own priorities which reflect the area in which The City of Leicester College is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

38.2 Within our local community area, our priorities are:

- Priority/Awareness of Impact of COVID 19 on our families due to the demographic area
- Priority/Awareness of knife crime
- Priority/Awareness of county lines
- Priority/Awareness of drug/substance misuse
- Priority/Awareness of contextual safeguarding in the home and community
- Priority/Awareness of Child Sexual Exploitation (CSE)

38.3 Our CLT, DSL's and staff are aware of these priorities and we aim to raise awareness through a whole college approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within college and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole college and whole community approach process.

39. Private Fostering

39.1 A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father
Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

39.2 It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

39.2 The City of Leicester College staff are aware of what Private Fostering is and staff in our college understand their legal duty under the Children Act 1989 to notify the Local Authority/Childrens Social Care, they are made aware of such cases. The City of Leicester College understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the college and staff will endeavour to support the cares and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

40. Online safety

40.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or

college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

40.2 Education

The college will do everything that they reasonably can to limit children's exposure to the above risks from the college's IT system. As part of this process, the college will teach children how to safe online using the government guidance²³ and other resources.

40.3 Filtering and monitoring

The college will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like.

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The City of Leicester college will consider a whole college approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the college will carefully consider how this is managed on our premises.

40.4 Staff training

The college will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

41. What we do when we are concerned about a child?

41.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/CLT advises us on preventative work that can be done within college to engage the student into mainstream activities and social groups. The DSL/CLT may well be the person who talks to and has conversations with the student's family, sharing the college's concern about the young person's vulnerability and how the family and college can work together to reduce the risk.

41.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

41.3 The DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and
The college will review the situation after taking appropriate action to address the concerns.

41.4 The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.

41.5 In addition to the above, our college staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

²³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

42. Policy review

The Governing Body of our college will review the Safeguarding and Child Protection Policy annually.

43. Other Relevant Policies

The City of Leicester College Governing Body's legal responsibility for safeguarding the welfare of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety, including on and offline and acceptable usage
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Whistleblowing Procedures (Appendix 6)

The above list is not exhaustive and when undertaking development or planning of any kind, The City of Leicester College and our Governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

44. Useful contact numbers and links

Leicestershire Police	999 / 0116 222222
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Partnership Board (LSCPB) http://www.lcityLSCPB.org/	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fmufco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscpsc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

Useful websites and links

www.thinkuknow.co.uk
www.disrespectnobody.co.uk
www.saferinternet.org.uk
www.internetmatters.org
www.pshe-association.org.uk
www.educateagainsthate.com
www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

1. 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.
The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire & Rutland LSCPB. Neglect has been identified as a feature in national & local Serious Case Reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCPB have developed a *Neglect Toolkit* to support practitioners identify neglect earlier in families. Key staff members and DSL's in our school are versed with this document and understand when to use it.

<http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

2. PHYSICAL 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;

- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: (no an exhaustive list)

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

4. 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

5. SEXUAL HARASSMENT AND SEXUAL VIOLENCE²⁴

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ 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.

Sexual harassment

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

²⁴https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf - Part 5

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 behaviour, 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; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

6. RESPONSES FROM PARENTS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Severe chastisement of a child including withholding food and using food as a form of punishment;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. SEND CHILDREN (Special Educational Needs and Disabilities)

The City of Leicester College is an inclusive college and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the college. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care

- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, eg. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their CPD; whole college safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

The City of Leicester College has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCPB Procedures²⁵ on line. As best practice our college will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);
- Make sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard;
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a college we feel additional, support resources and interventions are required.

²⁵ <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom

they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Advice/LADO for advice and support.

(Appendix 6)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
For example; the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**
For example; intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
For example; sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- **Neglect**
For example; failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. Our college staff (including supply staff and volunteers) understand they have a duty care to raise any concerns or allegations made about another member of staff who pose a risk of harm to children.

3. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.

4. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

5. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCP Website and refer to your Whistleblowing Procedures (Appendix **).

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues; and
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and/or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

APPENDIX SIX – WHISTLEBLOWING POLICY

Contents

1. Policy Statement
2. Scope
3. What is Whistleblowing?
4. Whistleblowing is NOT
5. Raising a whistleblowing concern
6. Confidentiality
7. External Disclosures
8. Investigation and Outcome
9. Protection and Support for Whistleblowers
10. Responsibility for the success of the policy

1. Policy Statement

- 1.1 The City of Leicester is committed to conducting its business with honesty and integrity and it expects all staff to maintain high standards of conduct. All organisations, however, face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential in order to prevent such situations occurring or to address them when they do occur.
- 1.2 The aims of this policy are:
 - a) To encourage staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate and that their confidentiality will be respected.
 - b) To provide staff with guidance as to how to raise those concerns.
 - c) To reassure staff that they should be able to raise genuine concerns in good faith without fear of reprisals, even if they turn out to be mistaken.
- 1.3 This policy aims to explain what constitutes a whistleblowing complaint, how to raise one, how it will be dealt with and what protection is afforded to a legitimate whistleblower.

2. Scope

- 2.1 This policy applies to all individuals working at all levels of the organisation, including the Head Teacher, Governors, teaching staff, support staff, trainees, part-time and fixed-term workers, casual and agency staff - collectively referred to as **staff** in this policy.

3. What is Whistleblowing?

- 3.1 **Whistleblowing** is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:
- criminal activity;
 - miscarriages of justice;
 - danger to health and safety;
 - damage to the environment;
 - failure to comply with any legal obligation or regulatory requirements;
 - bribery;
 - financial fraud or mismanagement;
 - negligence;
 - the deliberate concealment of any of the above matters
- 3.2 A **whistleblower** is a person who raises a genuine concern in good faith relating to any of the above. If you have any genuine concerns related to suspected wrongdoing or danger affecting any of the council's activities (a **whistleblowing concern**) you should report it under this policy.

4. Whistleblowing is NOT

- 4.1 This policy should not be used for the following:
- a) Raising concerns that relate to your own personal circumstances such as the way you have been treated at work. Such concerns should be raised in the first instance informally with your line manager who will attempt to resolve them for you. If no resolution is possible, the Grievance Procedure, (or other appropriate procedure such as the "Harassment and Discrimination procedure") should be used for this purpose.
 - b) Raising concerns of a serious nature which do not fall within the definitions set out at 3.1 above. The Grievance Procedure, or other procedure as appropriate, should be used for this purpose.
 - c) Raising concerns as a member of the public. The Complaints Procedure should be used for this purpose.
- 4.2 If you are uncertain whether something is within the scope of this policy you should seek advice from the Head Teacher or Local Authority.

5. Raising a whistleblowing concern

- 5.1 We hope that in many cases you will be able to raise any concerns with your line manager. You may tell them in person or put the matter in writing if you prefer. They may be able to agree a way of resolving your concern quickly and effectively. Where you do not feel you can do this then you should raise your concern with a manager above the level of your immediate manager. In all cases the manager will log the referral with the Monitoring Officer so that it can be recorded as a “whistleblowing complaint.”
- 5.2 Where the matter is more serious, or you feel that your line manager has not addressed your concern or you prefer not to raise it with them or their superior for any reason, you should raise your concern directly with the Monitoring Officer. Should the Monitoring Officer consider that your concern should not have been raised with them because (i) the allegation can properly be dealt with by another manager and/or (ii) your identity does not need protecting by the Monitoring Officer, they will discuss their view with you. Consequently, your referral may be redirected to your line manager or another appropriate manager. It is in any event in most cases likely that the Monitoring Officer in dealing with your concern will liaise with your line manager regarding its progression. If you are in any doubt you can seek advice from Public Concern at Work, the independent whistleblowing charity, who offer a confidential helpline. Their contact details are at the end of this policy.

6. Confidentiality

- 6.1 It is hoped that staff will feel able to voice whistleblowing concerns openly under this policy. If, however, you want to raise your concern confidentially, every effort will be made to keep your identity confidential. In these circumstances and if it is necessary for anyone investigating or involved generally in your concern to know your identity, this will be discussed with you prior to your identity being disclosed.
- 6.2 Anonymous disclosures are not encouraged. Proper investigation may be more difficult or impossible if further information cannot be obtained from you. It is also more difficult to establish whether any allegations are credible and have been made in good faith. Whistleblowers who are concerned about possible reprisals if their identity is revealed should raise this at the time that they make their disclosure and appropriate measures can then be taken where appropriate. If you are in any doubt you can seek advice from Public Concern at Work, the independent whistleblowing charity, who offer a confidential helpline. Their contact details are at the end of this policy.

7. External Disclosures

- 7.1 The aim of this policy is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the workplace. In most cases you should not find it necessary to alert anyone externally.
- 7.2 The law recognises that in some circumstances it may be appropriate for you to report your concerns to an external body such as a regulator. It will very rarely if ever be appropriate to

alert the media. We strongly encourage you to seek advice before reporting a concern externally. The independent whistleblowing charity, Public Concern at Work, operates a confidential helpline. They also have a list of prescribed regulators for reporting certain types of concern. Their contact details are at the end of this policy.

- 7.3 Whistleblowing concerns usually relate to the conduct of staff, but they may sometimes relate to the actions of a third party, such as a contractor. The law allows you to raise a concern in good faith with a third party, where you reasonably believe it relates mainly to their actions or something that is legally their responsibility. You are encouraged, however, to report such concerns internally in line with the procedure outlined above.

8. Investigation and Outcome

- 8.1 Once you have raised a concern, an initial assessment will be undertaken to determine what, if any, steps should be taken. As part of this process, whether your concern falls within the scope of this policy will be considered. You will be informed of the outcome of the assessment. You may be required to attend meetings in order to provide further information.
- 8.2 Following the initial assessment an investigation may be undertaken. It may be appropriate for a line manager or some other Council officer to undertake the investigation. Questions of potential conflict of interest will be considered in determining the appropriateness or otherwise of any particular officer carrying out an investigation. Where a potential or actual conflict of interests exists for a particular officer they should not carry out the investigation. In exceptional circumstances or where specific expertise is required, an external investigator may be appointed.
- 8.3 It may be appropriate to instigate a further procedure following the conclusion of any investigation, such as the disciplinary procedure. Any such action falls outside the scope of this policy.
- 8.4 Whilst in most circumstances you will be kept informed of the progress of any investigation and its likely timescale, the need for confidentiality may prevent the provision of information to you including specific details of the investigation or any disciplinary action taken as a result. The investigator will decide what details, if any, should be provided to you regarding the investigation itself and its outcome. You should, however, treat any information about the investigation provided to you as confidential.
- 8.5 If it is concluded that a whistleblower has made false allegations maliciously, in bad faith (i.e. not merely mistakenly) or with a view to personal gain, the disciplinary procedure will be followed in respect of that complaint.

9. Protection and Support for Whistleblowers

- 9.1 It is understandable that whistleblowers are sometimes worried about possible repercussions. The Council aims to encourage openness and will support staff who raise genuine concerns in good faith under this policy, even if they turn out to be mistaken.
- 9.2 Staff must not suffer any detrimental treatment as a result of raising a concern in good faith. Detrimental treatment includes dismissal, disciplinary action, threats or other unfavourable treatment connected with raising a concern. If you believe that you have suffered any such treatment, you should inform your line manager or HR immediately who will assess what steps, if any, should be taken. If for any reason you do not believe it is appropriate to raise

this with your line manager, you should inform the next line of management. Where matters have been disclosed in confidence and anonymously, then you can speak with the Monitoring Officer. If the matter is not resolved to your satisfaction you may raise this using the Grievance Procedure.

- 9.3 Staff must not threaten or retaliate against whistleblowers in any way. Anyone involved in such conduct will be subject to disciplinary action.

10. Responsibility for the success of this policy

- 10.1 The Monitoring Officer has overall responsibility for this policy and for reviewing the effectiveness of actions taken in response to concerns raised under this policy.
- 10.2 The Monitoring Officer has day-to-day operational responsibility for this policy and must ensure that all managers and other staff who may deal with concerns or investigations under this policy receive regular and appropriate training.
- 10.3 The Monitoring Officer should review this policy from a legal and operational perspective at least once a year. Trade Unions will be consulted before any changes are implemented.

<p>Public Concern at Work (Independent whistleblowing charity)</p>	<p>Helpline: (020) 7404 6609 E-mail: whistle@pcaw.co.uk Website: www.pcaw.co.uk</p>
<p>NSPCC Whistleblowing Advice Line help@nspcc.org.uk</p>	<p>0800 0280285</p>

The City of Leicester College Whistleblowing Policy is based on the principles of the Local Authority Policy implemented on 1st May 2013 and revised in August 2017.

APPENDIX 7 – SAFEGUARDING CHILDREN DURING CORONAVIRUS (COVID-19)

Context

There have been significant changes within **The City of Leicester College** in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, **The City of Leicester College's** Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL (Jill Walton, Deputy DSL, Karena Anderson) in line with our established safeguarding procedures.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies. It applies both to the minority of children who are attending school and the majority who will be staying at home pending further government advice.

Vulnerable children

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

- Children who have a social worker, including 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**.
- Children and young people up to the age of 25 with education, health and care (EHC) plans*.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.

*The DSL/SENCO will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan 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. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

- **It may also be necessary and appropriate to undertake a similar risk assessment in relation to children with social workers. However, the school will provide a place for any child with a social worker:
 - if the social worker requires a place to be provided; and
 - the child's parents/carers are willing to send the child to school; and
 - the child does not have an underlying health condition that puts them at increased risk.

In circumstances where **The City of Leicester College** considers a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

NB eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability for these purposes.

In line with advice from Leicester City Council, **The City of Leicester College** will create and maintain an up-to-date register/database of all pupils/students who are considered vulnerable as above.

The register/database contains the names and contact details of the child's parents/carers; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register/database is accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads including by secure access for DSLs who may need to self-isolate and/or work from home.

The City of Leicester College will assess the level of vulnerability of each pupil/student on the register/database using the RAG rating format as below. This will support the DSL to identify those children that need to be offered the opportunity to attend school (this must include all children with a social worker), those that can be supported by regular contact from a DSL and those whose attendance might be inconsistent and who may therefore need additional contact and support.

The RAG rating criteria are:

- Red - most at risk of harm or neglect (will include all children subject of a child protection plan); and all children who are looked after
- Amber - a moderate risk of harm, but with some protective factors (will include those with a Child in Need plan and/or being supported by a family support worker)
- Green - some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register/database will be allocated to a named DSL who will be responsible for ensuring that the identified level of support and contact is provided.

DSLs will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs and can be reviewed in regular DSL meetings.

Designated Safeguarding Lead (DSL)

The DSL and Deputy DSLs are as named in the main policy *and are maintaining adequate cover so that a DSL is always available during the school term and at all times the school is open*. During Holiday times either the DSL or Deputy DSL will share being on call to take calls, deal with any concerns and attend meetings.

Wherever possible, at all time that the school is open the DSL or a deputy DSL will be available. If this is not possible (every effort will be made to ensure that such occasions are rare), the DSL or a deputy DSL will be readily accessible via telephone or online video contact, e.g. when working from home.

All staff will be provided with contact details in order to be able to contact a DSL without any difficulty and will be informed about which members of the DSL team are available on each day that **The City of Leicester College** is open.

Where it is not possible for the DSL (or deputy) to be on site, a senior leader will always be present and will assume responsibility for co-ordinating safeguarding on site.

All DSLs will have remote access to the register/database of all vulnerable children and other

safeguarding records when working off site.

The DSL team will meet weekly to discuss the welfare and status of each child on the register/database of vulnerable children.

The DSL team will liaise with DAS, Social Care, family support workers and other key safeguarding partners as normal, whether working in school or working remotely. When working from home, DSLs will be accessible via access to their school Email account and should have use of a school-owned mobile telephone, the number of which should be shared with colleague DSLs and partners.

The DSL team will continue to attend – either in person or virtually – child protection conferences; core group meetings; strategy meetings; child in need meetings; children who are looked after reviews; and early help meetings.

If **The City of Leicester College** closes and pupils need to attend another school in accordance with local/hub arrangements, the school will maintain its overarching responsibility for safeguarding the child.

The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond to new/emerging concerns.

The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether **The City of Leicester College's** DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

Attendance monitoring

If **The City of Leicester College** has any eligible children in attendance, the daily attendance sheet will be submitted to the DfE by 12 .00pm using the pro forma:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, the return will be submitted once as required by the DfE.

For any child eligible to attend school who does not attend, **The City of Leicester College** will follow the normal absence management procedure. As a minimum, a text message will be sent home in relation to each eligible on each day of absence. If the DSL is concerned about the child's level of vulnerability, a decision will be made about whether a home visit is appropriate or if a phone call will suffice; and the necessary frequency of such contact for each day of absence

In relation to **all children subject of child protection plans and who are looked after** who do not attend school, the DSL or designated teacher for children who are looked after will **liaise closely with Children's Social Care**. A shared decision may be made that as long as one practitioner has seen the child, that will suffice as a safe and well check, but the DSL will log any such decision and all home visits undertaken.

In any event, the social worker must be informed about any child subject of a child protection plan, child in need plan or who is looked after who does not attend school on the first and (subject to the agreement reached with the social worker) each subsequent day of absence.

For each child identified as vulnerable but who the DSL considers can be safely cared for at home (NB this will not include any child with a child protection plan, child in need plan or who is looked after without written agreement with the child's social worker), the DSL will identify the nature and frequency of contact the child will need to reassure the DSL of their safety and wellbeing. This might include phone calls, text contact, Skype or home visits.

Home visits

Any home visit must be risk assessed. If agreed that a home visit is necessary, then consideration to be given to the home visit being undertaken by two members of staff.

It is unlikely that home visits will be frequent. If they are undertaken, they will be subject of a risk assessment based on the following guidelines:

- (1) The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
- (2) Consideration will be given to the home visit to be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/ vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.
- (3) The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child through a window.
- (4) Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.
- (5) Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
- (6) Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the recommended social distance of 2 metres.
- (7) However, if undertaking a home visit, staff must **see** the child.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

All The City of Leicester College's policies including the child protection, staff behaviour and ICT acceptable use policies must always be followed both in face to face and electronic communication with pupils and parents/carers. No staff member should use their own ICT or telephone equipment; or private message children; or video conference with a child directly other than via school-owned equipment subject to parental agreement as above.

Where concerns for a child at home reach the threshold for significant harm, a referral must be made to Children's Social Care/Police as per normal safeguarding procedures. For that reason, all DSLs must have access to DAS and other key agency phone numbers and children's details even when working from home.

Staff will be aware of increased risk

The pressures on children and their families currently are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Reporting a concern

All staff and volunteers continue to have a responsibility for safeguarding children and will report any safeguarding concerns about children to a DSL in the normal way as set out in the main policy.

Staff should have access to the normal safeguarding recording format (e.g. green forms, CPOMS) when working off site including when working from home.

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

In the unlikely event that a member of staff cannot access the normal safeguarding recording format (whether green forms, CPOMS or something else) remotely, they will contact the DSL via email or contact telephone number given to inform them that they need to share a concern. This will ensure that the concern is received.

Where a member of staff or volunteer is concerned about the behaviour of an adult working with children in the school, they should inform the headteacher as normal. If the notification needs to be made when the reporting individual is offsite, this should be done verbally and followed up with an Email to the headteacher on the same working day.

As normal, any concerns about the headteacher should be reported to the Chair of Governors, John Andrews.

Safeguarding training and induction

The DfE recognises that DSL training is very unlikely to take place whilst the threat of the COVID-19 virus remains and government guidance in relation to large gatherings and social distancing is relaxed.

DfE guidance states that for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL will communicate any new or revised safeguarding advice, guidance, requirements, arrangements or information in writing to all staff and volunteers.

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

If adults from another school or setting are redeployed to work at **The City of Leicester College** during the COVID-19 virus, the school will take into account DfE supplementary guidance and will accept portability of pre-employment checks 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; and
- there are no known concerns about the individual's suitability to work with children; and
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, all such redeployed staff will be given a copy of the **The City of Leicester College's** safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

Safer recruitment/volunteers and movement of staff

The City of Leicester College will maintain its commitment to ensuring that only suitable people are given opportunities to work with children at the school. Any recruitment during COVID-19 will therefore be undertaken following the normal safer recruitment processes subject to the school's policy, local authority guidance and advice and Part 3 of *Keeping Children Safe in Education (DfE*

Safer recruitment principles also apply to the recruitment of volunteers, subject to *KCSiE*.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers are in the school and that appropriate checks have been carried out, especially for anyone engaging in Regulated Activity. As such, the school will continue to maintain the single central record as outlined in *KCSiE*.

Online safety

The City of Leicester College is committed as always to providing children with a safe environment in which to learn. That includes online learning. The online filtering (in relation to school-owned devices) and monitoring systems will be in operation as normal. The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

Where pupils/students are using ICT equipment in school, appropriate supervision will be in place as normal.

Children and online safety away from school and college

As above, all online lessons should be delivered by school staff in accordance with **The City of Leicester College's** safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#).

Staff will always use school/service owned technology and accounts for the delivery of remote lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used. **The City of Leicester College's Leadership Team** will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

If staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they will speak to parents/carers before lessons commence and at the end of lessons before logging off.

The school will request and obtain written consent from parents/carers before staff communicate with children online.

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures. All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal way.

The City of Leicester College will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Below are other issues that staff need to consider when delivering virtual lessons, especially where webcams are involved:

- 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 that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils/students
- Staff should record the length, time, date and attendance of any sessions held.

The City of Leicester College recognises that school is a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the mental health of some pupils/students and/or their parents/carers.

All staff will maintain as awareness of those issues in communications with children and their parents/carers including when setting expectations of pupils' work when they are at home.

Supporting children not in school

Any child on **The City of Leicester College's** register/database of vulnerable children who it has been decided does not need to attend school; cannot attend school due to a risk to their own health or the health of another member of their household; or whose parents/carers are unwilling to send them to school will have an identified plan of support that will be overseen by a named DSL and recorded on the child's safeguarding file.

The plan will include regular communication with the child's named social worker or family support worker where there is one. A record of all communications* with the child, parents/carers and practitioners in partner agencies will be made on the child's safeguarding file (*including telephone calls, Emails, other online communication, video conversations and virtual meetings).

The City of Leicester College will work closely with all stakeholders to maximise the effectiveness of any communication plan in order to safeguard the child.

This plan must be reviewed regularly (at least once per week) by the allocated DSL in discussion with at least one other member of the DSL team, using regular/planned DSL team meetings as appropriate.

Updated safeguarding messages will continue to be shared on the schools website, social media pages and via newsletters.

Supporting children in school

The City of Leicester College will continue to be a safe space for all children who attend during the COVID-19 virus. Whenever the school is open and to maximise safety, the headteacher will ensure that appropriate numbers of staff are on site and that staff to pupil ratio numbers are appropriate.

All will ensure that government guidance for education and childcare settings in respect of social distancing and advice from Public Health England in respect of handwashing and other protective measures to limit the risk of spreading COVID19 is followed regularly and robustly.

All children attending school will be provided with appropriate emotional support, bespoke to their needs, assessed vulnerability and circumstances.

Where there are concerns about the availability of critical staff to work in school – particularly members of the DSL team, SENCo, designated teacher for children who are looked after and first aiders – those concerns will be raised with the *Governing Body and LA* without delay.

New Children at school

Where children join **The City of Leicester College** from other settings, the school will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at the school and a call made from school's DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head.

Safeguarding information about children placed in **The City of Leicester College** will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on the school's safeguarding recording system.

Peer on peer abuse

The City of Leicester College recognises that a revised process for managing any report of peer on peer abuse and supporting victims may be required during the COVID-19 virus when only a relatively small number of children will be attending school.

Where a report of peer on peer abuse is received, the principles as set out in part 5 of KCSIE and as outlined in the main policy as closely as possible will be followed.

We will listen and work with all children involved, their parents/carers and any multi-agency partner required to ensure the safety and security of alleged victims, alleged perpetrators and all other children attending the school.

Concerns and actions must be recorded on the child's safeguarding file and appropriate referrals made by the DSL.

Version Control	1.5
Author:	Julie Chapaneri & Mohammed Patel Safeguarding in Education Officers
Adapted by:	Ken Vernon Headteacher
Date:	September 2020
Revision:	September 2021