

JOHN LEGGOTT COLLEGE

SAFEGUARDING POLICY

Contents

	Page
1 Introduction	3
2 Definitions	6
3 Summary of Objectives	7
4 The Safeguarding Team	7
5 Communication of the Policy and Procedures	8
6 Raising Safeguarding Awareness	8
7 Partnership with Parents and Carers	9
8 Curriculum	9
9 Safer Recruitment and Selection	10
10 Abuse and Neglect	10
11 Safeguarding Issues	11
12 Procedure to Report Concerns about a Child or Vulnerable Adult	13
13 Work Placements/School Experience	14
14 Allegations about a Member of Staff	14
15 Reporting serious safeguarding issues to the ESFA	15
16 Allegations of abuse made against other children/learners	16
17 Record Keeping	16
18 Confidentiality and Information Sharing	17
19 Whistle Blowing	17
20 Safer Working Practice for Staff	18
21 Transporting Students	18
22 E-Safety	18
23 Professional boundaries	19
25 Safety	19
Appendix 1: Relevant Legislation & Guidance	20
Appendix 2: Key Contacts	21
Appendix 3: Referrals using CEDAR	22
Appendix 4: Actions required by the staff members when there are concerns about a child or vulnerable adult	23
Appendix 5: Safeguarding Arrangements for 14-16 year old Students (Leggott Academy)	24
Appendix 6: Safeguarding Guidance for College Reopening (COVID-19)	27

1. Introduction

- 1.1. John Leggott College ('the college') recognises its moral and statutory duties of care to promote and safeguard the welfare of children and vulnerable adults. The college staff are committed to providing a safe, positive and supportive environment in which students can learn and achieve their potential and in which they feel valued, supported and protected from all forms of abuse, neglect, exploitation and radicalisation, whatever their background and circumstances.
- 1.2. In order to fulfil this commitment effectively, the college will ensure that college staff have a learner-centred approach. This means that at all times staff members will adopt an '*it could happen here*' approach where safeguarding is concerned. Staff members should always consider what is in the best interests of the student.
- 1.3. Safeguarding and promoting the welfare of children and vulnerable adults is **everyone's** responsibility. **Everyone** who comes into contact with students and their families has a role to play in safeguarding students. College staff also have a responsibility to identify learners who may benefit from early help. Early help means providing support as soon as a problem emerges.
- 1.4. The college is committed to providing safeguarding and child protection training for all staff (including contracted services staff) and governors which is appropriate to their role, so that they can effectively undertake their responsibilities for identifying and reporting actual or suspected abuse, neglect, exploitation or radicalisation.
- 1.5. During term time, the Designated Safeguarding Lead, Deputy Designated Safeguarding Leads or a Nominated Safeguarding Officers should always be available during college hours for staff in college to discuss any safeguarding concerns. The Designated Safeguarding Lead or Deputy Designated Safeguarding Leads will arrange appropriate cover arrangements for any out of hours/out of term activities.
- 1.6. The Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Nominated Safeguarding Officers will undertake relevant Child Protection training at least every three years, including multi-agency training, with updates at least annually. All other staff will undertake safeguarding training annually or sooner, to comply with new legislation or changes in government guidance. Staff will also receive regular safeguarding updates at staff briefings from the Designated Safeguarding Lead, Deputy Designated Safeguarding Leads or a Nominated Safeguarding Officer.
- 1.7. New staff will undertake appropriate safeguarding training as part of their initial induction.
- 1.8. The college will ensure that mandatory safeguarding training is completed by Host Families as a condition of their suitability for the role.
- 1.9. The college will establish an ethos where importance and prioritisation is given to equipping all students with the skills to stay safe through a broad and balanced curriculum, tutorials and through enrichment activities.
- 1.10. All students will be supported in recognising and managing risks in different situations, including keeping safe online; recognising unhealthy relationships; drug and alcohol misuse; peer on peer abuse; radicalisation and extremism.

- 1.11. The college will ensure that students in the Leggott Academy have effective opportunities through personal, social health and economic education (PHSE) and sex and relationship education (SRE) to develop the skills they need to recognise and keep safe from abuse.
- 1.12. This policy applies to all students, governors, staff (including designated senior post-holders as defined in the Instrument and Articles of Governance), host families, visitors, volunteers, contractors, contracted services (cleaners and catering staff) and others, e.g. health professionals and Local Authority Children and Family Services support workers; who work in direct contact with students in the college; since abuse may take place both outside and inside the college setting.
- 1.13. This policy also applies to staff who in the course of their employment may be deployed to work at other institutions or organisations. In these circumstances, staff will also be expected to comply with the safeguarding arrangements at the host organisation. Where there is any uncertainty around this, staff should seek advice from the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.
- 1.14. Where services or activities are provided on the college premises by a contracted services provider (e.g. catering services, cleaning services, bus operators), the college will ensure that the provider concerned has appropriate policies and procedures in place with regard to safeguarding.
- 1.15. The development and implementation of this policy is overseen by the college's Governing Body (Corporation) which has representation from college staff, governors and learners. The Governing Body must ensure that they comply with their duties under legislation and that this policy and procedures are effective and comply with government guidance at all times.
- 1.16. It is recognised that additional safeguarding arrangements are required for the Leggott Academy 14-16 students, who are studying in a post-16 sixth form college environment. Appendix 7 provides an overview of the additional arrangements that have been put into effect to ensure the safety and wellbeing of these learners.
- 1.17. The Governing Body must ensure that there is an effective staff *Code of Conduct* which must include guidance on staff/student relationships and communications, including the use of social media. The Governing Body must also ensure that procedures are in place to handle allegations against members of staff and volunteers and comply with guidance from North Lincolnshire's Multi-Agency Children's Resilience and Safeguarding Board (CMARS), and locally agreed inter-agency procedures. The Chair of Governors will be the nominated governor responsible for liaising with CMARS and/or partner agencies in the event of allegations of abuse being made against the Principal.
- 1.18. The Governing Body must ensure that there are safer recruitment and selection policies and procedures in place to prevent people who pose a risk of harm from working with children and vulnerable adults. The Governing Body must ensure that at least one person on an appointment panel has undertaken an accredited safer recruitment training. Procedures must also be in place to ensure appropriate checks are carried out in respect of volunteers who work with children and/or vulnerable adults and of Host Families.

- 1.19. The Governing Body must ensure that there are appropriate filters and monitoring systems in place to proactively monitor internet use, particularly for vulnerable students.
- 1.20. This policy is reviewed by the Governing Body on an annual basis, in accordance with changes to statutory guidance. This policy and procedures is also made available to parents/carers and students on the college website.
- 1.21. There may be occasions that the policy has to be adapted at short notice in order to reflect circumstances outside the control of the college e.g. national emergency. In order to ensure that this policy reflects the best working practices required during these times, there may be occasions on which the policy is amended outside of the annual review process in order to ensure that safeguarding measures are robust and fit for purpose. This may involve the immediate policy change being undertaken by SLT rather than governors.
- 1.22. A report on the implementation of this policy and procedures is presented to the Corporation on a termly basis.
- 1.23. CMARS is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and young people and ensure the effectiveness of what they do.
- 1.24. The Local Safeguarding Adult Board (LSAB) has the statutory function to ensure the effective co-ordination of services to safeguard and promote the welfare of adults.
- 1.25. The college is committed to following the guidance and inter-agency procedures of CMARS and the LSAB with regard to safeguarding young people and vulnerable adults. The Governing Body will appoint a designated safeguarding lead to lead responsibility for child protection.
- 1.26. The college will also work in partnership with CMARS to address the following five intents on how we can help and protect children, young people and families to promote their resilience: safeguarding children and young people in North Lincolnshire.
 - 1.26.1. Co-produce with children, young people and families using their strengths and assets to develop services to meet their individual needs
 - 1.26.2. Make children's safeguarding personal and swift so they remain in families, in school
 - 1.26.3. Build children, young people and families resilience
 - 1.26.4. Drive an even stronger partnership with schools, colleges and local agencies
 - 1.26.5. Provide robust independent scrutiny and assurance to the partnership in relation to safeguarding and promoting the welfare of children and young people in North Lincolnshire
- 1.27. In the case of a serious incident the college will always make reference to the formal guidance of the relevant Safeguarding Board. Procedures can be accessed through:
 - 1.27.1. CMARS: <http://www.northlincscmars.co.uk/>
 - 1.27.2. LSAB: <https://www.northlincs.gov.uk/people-health-and-care/safeguarding-adults-board/>

1.28. Safeguarding is also embedded within Ofsted inspection guidance:

1.28.1. *The Education Inspection Framework (May 2019).*

1.28.2. *Inspecting safeguarding in early years, education and skills settings.*

1.29. Inspectors will always have regard for how well students are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this key aspect of a provider's work, inspectors will always make a written judgement under leadership and management about whether or not the arrangements for safeguarding children students are effective.

1.30. This policy has been developed in accordance with legislation and statutory guidance (**Appendix 1**) and should be read in conjunction with the following college policies for

1.30.1. Learners:

- Behaviour Policy
- Drug and Alcohol Policy
- Mental Health Needs Policy

1.30.2. Staff:

- Code of Conduct
- External Speakers Policy
- Health and Safety Policy
- Safer Recruitment Policy

2. Definitions

2.1. 'Children' refers to children who are under 18 years old. This includes:

2.1.1. Children of compulsory school age (the Leggott Academy learners aged 14 - 16 years)

2.1.2. Children in approved education for Child Benefit purposes (aged 16 and 17 years old)

2.2. 'Safeguarding' of young people is defined as:

2.2.1. Protecting children from maltreatment

2.2.2. Preventing impairment of children's health or development

2.2.3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

2.2.4. Taking action to enable all children to have the best outcomes

2.3. 'Vulnerable adult' refers to any person aged 18 years or over who:

2.3.1. Is or may be in need of community care services by reason of mental health or disability

2.3.2. Is or may be unable to take care of himself/herself

2.3.3. Is unable to protect him or herself against significant harm or serious exploitation

- 2.4. Adults who are vulnerable to abuse may include people with:
 - 2.4.1. Learning difficulties
 - 2.4.2. Mental health problems
 - 2.4.3. Severe physical illnesses
 - 2.4.4. Sensory impairments, and people who are infirm
- 2.5. This definition can include participants **whose particular circumstances make them vulnerable**, for example, if they are leaving or have recently left care; subject to domestic violence; they have inadequate housing or they are being supported to overcome a dependency on drugs and/or alcohol.

3. Summary of Objectives

- 3.1. Prevention:
 - 3.1.1. A college environment which is positive and safe
 - 3.1.2. Careful and vigilant teaching
 - 3.1.3. Accessible pastoral care
 - 3.1.4. Early identification of support to students
 - 3.1.5. Good adult role models
- 3.2. Protection:
 - 3.2.1. The college's agreed procedures are followed
 - 3.2.2. Staff are trained and supported to respond appropriately
 - 3.2.3. Sensitively is shown to child protection/safeguarding concerns
- 3.3. Support:
 - 3.3.1. Is effective and meets the individual needs of students and staff who may have been abused or have been affected by the abuse of others

4. The Safeguarding Team`

- 4.1. The college recognises that all members of staff and students have a role to play in safeguarding the welfare of students and preventing abuse.
- 4.2. Claire Holmes (Deputing Principal) is the Designated Safeguarding Lead (DSL) for safeguarding and child protection. Kelly Rinaldi (Assistant Principal - Success) and Emily Watkinson (Academic Advocacy and Safeguarding Manager) are the Deputy Designated Safeguarding Leads in the DSL's absence.
- 4.3. The college also has a number of Nominated Safeguarding Officers, these staff members are identified on posters displayed in each block at college and reception.
- 4.4. The designated governors for safeguarding are Ann Moore and Sylvia Hotchin.
- 4.5. Regular reviews will take place to discuss safeguarding issues including:

- 4.5.1. Looked after Children
- 4.5.2. Child in Need/Child Protection
- 4.5.3. Early Help
- 4.5.4. Medical issues
- 4.5.5. Police reports
- 4.5.6. Substance misuse
- 4.5.7. SEND
- 4.5.8. Local and National issues e.g. Child Sexual Exploitation, Prevent Strategy, Children Missing Education

5. Communication of the Policy and Procedures

- 5.1. The college shares a purpose with parents/carers to keep children and vulnerable adults safe from harm and to have their welfare promoted and makes this statement in its website:

“John Leggott College recognises its moral and statutory duties of care to promote and safeguard the welfare of all learners. It is really important to us that our students feel safe, supported and happy here at John Leggott College. Within college we have a team dedicated to making sure that students are mentally, physically and emotionally healthy. The team work closely with teaching and pastoral staff to aid and support our learners.

The team also works closely with a number of external organisations to make sure our students get the best advice possible. These services can be accessed at any point from enrolment to completing college.

As part of our commitment to keeping our students safe, all students, staff and visitors have to wear identification in the form of a photographic lanyard (which is also used to release printing and use the library system), and there’s a security team circulating the campus to ensure only students, staff and registered visitors are onsite.

Our college Safeguarding Officers also work alongside the Well-being Team and liaise with external agencies/organisations to make sure that our students are safe, both at the college and in their home life.

Claire Holmes (Deputy Principal) is the Designated Safeguarding Lead.”

- 5.2. Visitors to the college are issued a yellow lanyard, where a DBS check has been verified. Visitors who have not had a DBS check completed or verified by the college will be issued with a red lanyard and will be supervised by a member of staff at all times whilst on college premises. Visitors will also receive an information card of the procedures to follow in the event they have a safeguarding concern regarding the safety and wellbeing of any student.
- 5.3. The Wellbeing Officer will ensure that up-to-date information is displayed in prominent positions around college informing all learners, staff and volunteers of the procedures for reporting safeguarding allegations or concerns.

6. Raising Safeguarding Awareness

- 6.1. All staff (including contracted services staff) and Host Families are required to undertake appropriate safeguarding training. The training will advise staff of:
 - 6.1.1. College policies and procedures
 - 6.1.2. How to recognise possible or potential abuse or neglect
 - 6.1.3. How to report possible or potential abuse or neglect
 - 6.1.4. How the college is linked to external safeguarding authorities and agencies
- 6.2. Students will be informed of the college Safeguarding Policy as part of their induction and through the Weekly Focus/Tutorial programme and safeguarding awareness activities and promotions. Students in the Leggott Academy will undertake PSHE and SRE opportunities and activities.

7. Partnership with Parents and Carers

- 7.1. The college is committed to:
 - 7.1.1. Working with parents positively, openly and honestly. It ensures that all parents are treated with respect, dignity and courtesy. It respects parents/guardians/carers' rights to privacy and confidentiality and will not share sensitive information unless permission has been given, or it is necessary to do so in order to protect a student.
 - 7.1.2. Sharing with parents/carers any concerns about their child unless to do so may place the child at risk of harm.
 - 7.1.3. Encouraging parents/carers to discuss any concerns they may have with:
 - **Leggott Academy** - the student's teachers, Advocate, Nominated Safeguarding Officer, Head of Year, DSL or Deputy DSLs or any college staff member.
 - **Post-16** - the student's teachers, Academic Advocate, Learning Support Assistant, Nominated Safeguarding Officer, DSL or Deputy DSLs or any college staff member.

8. Curriculum

- 8.1. The college believes that the Leggott Academy curriculum and the Post-16 curriculum, academic and pastoral, is important in safeguarding and child protection and aims to ensure that in each curriculum development and enrichment activities meet the following objectives for learners:
 - 8.1.1. Developing resilience
 - 8.1.2. Developing self-esteem
 - 8.1.3. Developing communication skills
 - 8.1.4. Developing safeguarding strategies for self-protection from risks such as grooming, child exploitation, bullying, sexting, extremism and radicalisation

- 8.1.5. Developing critical thinking skills to evaluate sources of information
- 8.1.6. Developing a sense of the boundaries between appropriate and inappropriate behaviour between adults and children and also between peers (as children are capable of abusing their peers)
- 8.1.7. Developing non-abusive behaviour between learners and in relationships
- 8.1.8. How to respond to and report bullying and/or harassment
- 8.1.9. How to respond to and report safeguarding concerns for their own safety or the safety of others
- 8.1.10. Information about all aspects of risk and risky behaviours
- 8.1.11. Promoting and embedding British Values: Democracy; Rule of Law; Mutual Respect and Tolerance of those with different faiths and beliefs and for those without faith, and Individual Liberty
- 8.1.12. Use of social and emotional aspects of learning to promote wellbeing.

9. Safer Recruitment and Selection

- 9.1. The college pays full regard to the guidance in part three of Keeping Children Safe in Education (KCSiE), 2020. It ensures that all appropriate measures are applied in relation to everyone who works within the college, e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous health and physical capacity for the job. It also includes undertaking interviews where questions relating to safeguarding are included and, where appropriate, undertaking Disclosure and Barring Service (DBS) checks.
- 9.2. The college will ensure that:
 - 9.2.1. A DBS Enhanced Disclosure is obtained for **all** new appointments to the college's workforce and for new appointments/reappointments to the governing board
 - 9.2.2. A single central record detailing a range of checks carried out on its staff and governors is maintained, and records demonstrating that staff and governors have completed appropriate safeguarding and prevent training for their role are also available
 - 9.2.3. All new appointments to the college workforce who have lived outside the UK are subject to additional checks as appropriate. These are identified as part of our safer recruitment procedure.
 - 9.2.4. All supply staff and volunteers have undergone the necessary safeguarding checks.
 - 9.2.5. New members of staff must have the appropriate DBS checks in place before commencement of their role to enable the college to keep children safe and adhere to safer recruitment/CMARS best practice.
 - 9.2.6. All host families for the international students have undergone the necessary safeguarding checks and have received appropriate safeguarding training.

10. Abuse and Neglect

10.1. The following indicators of abuse and neglect have been taken from KCSiE, 2020:

10.1.1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or by another child or children.

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

10.1.3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are worthless and unloved, inadequate, or valued only so far 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 communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions which are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), frequently causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

10.1.4. **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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

10.1.5. **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, for example, 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.

10.1.6. Examples of abuse on vulnerable adults can be found [here](#).

11. Safeguarding Issues

11.1. The definitions and further information for the following safeguarding issues can be found in part 1 and annex A of KCSiE, 2020:

- Peer on peer abuse
- Serious violence
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- Female Genital Mutilation (FGM)
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Sexual violence
- Sexual assault
- Sexual harassment
- Children missing from education

11.2. **Online Safety:** The college recognises that the use of technology by young people can lead to safeguarding risks. All students are subject to the IT - Acceptable Use Policy, and there is a filtering system in place on the college network which is monitored by the Safeguarding Team.

Where students opt in to Bring Your Own Device (BYOD) during lessons, staff are expected to monitor usage on these in the same way that they would on college IT equipment.

The college does not restrict the use of mobile phones outside of lessons/organised activity, due to the age of the students, and the expectation that they take responsibility for what they choose to access.

Educating students around online safety is part of the tutorial programme and all staff should take naturally occurring opportunities to further this education.

11.3. **Sexting/youth produced sexual imagery:** as stated in 'Sexting in schools and colleges: responding to incidents and safeguarding young people, 2016', creating and sharing sexual photos or videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. The types of incidents covered are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult

- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

11.4. **Prevent:** the college recognises it's statutory duty with regards to the Prevent Duty, 2015 in identifying children who may be vulnerable to radicalisation and knowing what to do when they are identified. The college is committed to providing training to staff to raise awareness of Prevent, and students on the risks of radicalisation and extremism through the tutorial programme.

The college's Prevent Lead is Emily Watkinson (Academic Advocacy and Safeguarding Manager).

The college's Prevent Champions are:

- Emily Watkinson (Academic Advocacy Manager)
- Katie Barker (Academic Advocate Lead)
- Wendy Siddall (Wellbeing Officer)

12. Procedure to Report Concerns about a Child or Vulnerable Adult

12.1. It is understood that all college staff should be alert to signs of abuse and neglect. The signs of abuse might not always be obvious and a child or vulnerable adult might not tell anyone what is happening to them. Staff should always question behaviours if something seems unusual and try to speak to the student to seek further information.

12.2. Concerns about a child or vulnerable adult can vary greatly in terms of their nature and seriousness. Where an individual is in crisis the staff member should seek immediate help from a Nominated Safeguarding Officer and action should be taken to keep the child or vulnerable adult safe.

12.3. All complaints, allegations or suspicions must be taken seriously. The procedures laid out in this document must be followed whenever an allegation is made that a child or vulnerable adult has been abused.

12.3.1. Promises of confidentiality should not be given as the matter may develop in such a way that these might not be able to be honoured.

12.3.2. If the complaint comes directly from the child or vulnerable adult questions should be kept to the minimum necessary to understand what is being alleged.

12.3.3. Leading questions must always be avoided.

- 12.3.4. See Appendix 4 for more details on the actions that the Nominated Safeguarding Officer will take when dealing with concerns of this nature.
- 12.4. A full record of any conversations must be made immediately after any conversations with the child or vulnerable adult on the student's pastoral log CEDAR under a safeguarding referral (see Appendix 3) and must include:
 - 12.4.1. The date and time of the alleged abuse.
 - 12.4.2. The place where the alleged abuse happened.
 - 12.4.3. The nature of the alleged abuse.
 - 12.4.4. A description of any injuries observed.
 - 12.4.5. Any additional information which might lead to a conviction e.g. *nicknames, card details, addresses*.
 - 12.4.6. The account which has been given of the allegation.
 - 12.4.7. The exact words spoken by the child or vulnerable adult.
 - 12.4.8. An objective record of the observation or disclosure.
- 12.5. Any such notes should, as far as possible, be verbatim rather than summarised and it should be factual in terms of what the child or vulnerable adult has reported and should not be based on opinion or assumptions.
- 12.6. The Nominated Safeguarding Officer should then, after consulting the DSL or deputies where appropriate, refer the concern onto the student's local authority Children's Services team (see Appendix 2 for contacts) if they feel the student may be in need or may be at risk of suffering significant harm.
- 12.7. The college will always respond in a positive manner to any legitimate requests for support from the appropriate agencies, including parents/carers of children, Children Services and the Police.
- 12.8. **Action by Nominated Safeguarding Officer – Vulnerable Adult:** Where an adult learner is identified as being at risk the Nominated Safeguarding Officer will make a decision on whether there is a need to involve outside agencies such as Adult Services or the Police. Outside agencies should only be involved with the agreement of the alleged victim unless disclosure is necessary in the over-riding public interest and/or where the law is being broken (e.g. to protect others from serious harm). In the case of learners with learning difficulties, advice will be sought from the appropriate persons/agencies which could include the learner's tutor, case worker or Adult Services.
- 12.9. **Children and adults with learning difficulties – support required in an interview:** Some children or adults with learning difficulties and/or disabilities may need additional support. This may take the form of the child/vulnerable adult's nominated carer, learning support assistant or teacher being present at any interview to act as a facilitator or in an advocacy role. It should **never** be assumed that a child or adult with learning difficulties and/or disabilities is not capable of providing credible evidence.

13. Work Placements/School Experience

- 13.1. Employers, schools and training organisations will be asked to cooperate with the college in putting in place and subscribing to appropriate safeguards consistent with those in place within the college.
- 13.2. The college will ensure that additional safeguards are in place. Training organisations will be asked to make a commitment to safeguarding learners'

welfare by endorsing an agreed statement of principles. This includes vetting and DBS checking any person whose normal duties will include regular caring for, training, looking after or supervising a child in the workplace where that person has been specifically designated to have responsibility for such activities.

14. Allegations about a Member of Staff

- 14.1. This section refers to both employed staff and volunteers.
- 14.2. Any suspicion, allegation or actual abuse of a child/adult by a member of staff must be reported to the Designated Safeguarding Lead as soon as possible. On being notified of any such matter the Designated Safeguarding Lead shall:
 - 14.2.1. Take such steps they consider necessary to ensure the safety of the child/adult in question and any other person who is considered at risk.
 - 14.2.2. Immediately notify the Principal. The Principal (or in his absence the Deputy Principal/Assistant Principal - Success) will, following college procedures, inform the member of staff that they may be suspended on full pay pending an investigation. The staff member's chosen representative will also be informed. The length of any suspension will be in line with college policies and will be as short as is possible whilst ensuring the safety of the student.

N.B. Suspension should not necessarily be an automatic response to an allegation and all allegations should be dealt with quickly, fairly and consistently. After being informed of an allegation against a member of staff, the Principal will consult the Local Authority Designated Officer (LADO) within one working day.
 - 14.2.3. Report the matter to North Lincolnshire SAP in accordance with the procedure set out above.
 - 14.2.4. Ensure that the person who reported the original concern completes a report of the matter as set out above.
 - 14.2.5. Any investigation relating to a member of staff will follow the college's laid down procedure for investigations, after agreement from North Lincolnshire's LADO.
 - 14.2.6. Following an investigation, the college will take a view on how to proceed in line with its disciplinary policy and procedure, dependent on the outcome of the investigation.
 - 14.2.7. Where it is subsequently found that an allegation has been made maliciously, the college may refer the matter to be dealt with under the college's disciplinary procedures.
 - 14.2.8. Throughout the process, the Human Resources team will ensure that contact is maintained with the member of staff and will offer appropriate support.
 - 14.2.9. If the Designated Safeguarding Lead is the subject of the allegation or complaint, the matter must be reported directly to the Principal.
 - 14.2.10. If the Principal is subject to any such allegation or complaint, the Designated Safeguarding Lead will contact the Chair of Governors who is the nominated governor responsible for liaising with North Lincolnshire's LSCB.

15. Reporting serious safeguarding issues to the ESFA

- 15.1. The ESFA has included a new safeguarding clause in its funding contracts. Whilst the local authority and John Leggott College have a primary duty in respect of safeguarding, the Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. The ESFA's role therefore, is to provide assurance to the SoS, that organisations are taking action to keep all pupils and students safe.
- 15.2. To abide by this clause John Leggott College has a duty to inform the ESFA of any serious safeguarding issues that the College itself as an organisation is being investigated on. (eg investigations being conducted by the Local Authority and/or Police) that. This clause also extends to any sub contracted work.
- 15.3. If serious safeguarding incidents occur that fall under the requirements of the ESFA the Designated Safeguarding Lead (DSL) within John Leggott College must contact the ESFA via email: Enquiries.ESFA@education.gov.uk.
- 15.4. The DSL will be required to provide the following information:
 - 15.4.1. Name of College
 - 15.4.2. Nature of the incident
 - 15.4.3. Confirmation that this is or is being scheduled to be investigated by the local authority and/or police.
- 15.5. The ESFA will not ask for or require information that could be used to identify individual or information that will impact on data protection procedures and therefore the DSL will not need to provide such information.
- 15.6. **Information to be provided to the ESFA about PREVENT referrals to channel panels:**

John Leggott College will not have to provide information to the ESFA about PREVENT referrals to channel panel. The only exception to this is if the college itself or one of our subcontractors is the subject of an investigation by the local authority or the police in connection with a PREVENT issue. In this instance the Principal or Assistant Principal Support for Learners will alert the ESFA through the email address:

Enquiries.ESFA@education.gov.uk
- 15.7. **ESFA – Information required with regard to Disclosure & Barring Services**

John Leggott College will only be required to notify the ESFA that a referral has been made. This notification will be undertaken by the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead via the following email:

Enquiries.ESFA@education.gov.uk

16. Allegations of abuse made against other children/learners

- 16.1. Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways, e.g. bullying, sexting, physical or sexual assault.
- 16.2. Any suspicion, allegation or actual abuse of a child or older student by a peer should be reported to a Nominated Safeguarding Officer as soon as possible. On being notified of any such matter the Nominated Safeguarding Officer shall:

- 16.2.1. Take such steps they consider necessary to ensure the safety of the child/adult in question (the victim) and any other person who is considered at risk.
- 16.2.2. Immediately notify the Academic Advocacy and Safeguarding Manager or the Assistant Principal - Success who will implement the college procedures outlined in the college's Behaviour Policy for students. This includes taking into consideration the wishes and feelings of the victim.
- 16.2.3. Arrange relevant support for the victim from the college's wellbeing team or external agency.
- 16.2.4. Arrange relevant support for the alleged perpetrator from the college's wellbeing team or external agency, as appropriate

17. Record Keeping

- 17.1. The safeguarding team should keep detailed, accurate, secure written records of referrals and concerns on CEDAR. They are exempt from records available for examination by parents or learners unless subject to a court order. Electronic records are accurately maintained under the individual student's CEDAR confidential logs which are only accessible by the safeguarding team.
- 17.2. The college will ensure that it keeps up-to-date personal data records of all students by regularly reminding them to inform us of any change in family circumstances and requesting an annual update.
- 17.3. If it is known that a student has transferred to another school, college or other educational establishment, the deputy DSLs should forward the child protection file to a named person at the receiving school, college/establishment under separate cover from the academic records. The file should be marked 'confidential, to be opened by addressee only'. This should be followed up with a telephone call to establish safe receipt and written confirmation on the interagency transfer form. The deputy DSL should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by the safeguarding team.

18. Confidentiality and Information Sharing

- 18.1. The college recognises that all matters relating to child protection are confidential.
- 18.2. The safeguarding team will disclose personal information about a child or vulnerable adult to other members of staff on a *need to know* basis only. However, all staff must be aware that the safeguarding team have a professional responsibility to share information with other agencies in order to safeguard vulnerable learners.
- 18.3. When considering sharing information the safeguarding team will:
 - 18.3.1. Remember that the Data Protection Act is not a barrier to sharing information, it performs a framework.
 - 18.3.2. Be open and honest with the person from the outset about how information may be shared.
 - 18.3.3. Seek advice and will not fail to share information because they are unsure what to do.

- 18.3.4. Share with consent where appropriate and respect the wishes of those who refuse consent unless it is believed that there is a risk of harm to a student if the information is not shared.
 - 18.3.5. Consider safety and wellbeing of the learner and base information sharing decisions on this.
 - 18.3.6. Ensure all information shared is necessary, proportionate, relevant, accurate, and secure and shared to relevant agencies within 48 hours. Ensure any third party or hearsay information is identified and consent to share it is given.
 - 18.3.7. Keep a record of the decision and reasons for it, record what has been shared, with whom and the purpose.
- 18.4. **All staff** must be aware that they cannot promise a learner to keep secrets that might compromise the learner's safety or wellbeing or that of another.
- 18.5. The college will always undertake to share its intention to refer a child to North Lincolnshire's SAP with their parents/guardians/carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, the college will consult with North Lincolnshire's SAP.

19. Whistle Blowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

[The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 - line is available from 8:00am to 8:00pm, Monday to Friday and email: help@nspcc.org.uk]

20. Safer Working Practice for Staff

- 20.1. **Interviewing Learners:** All staff should be aware of the potential risks (i.e. false allegations against staff) of interviewing a child or adult learner alone. Interviewing individual learners is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they do not place themselves in any compromising situations where allegations could potentially be made against them.
- 20.2. Suggested protective measures to consider:
- 20.2.1. Ask another person (teacher/tutor or learner's friend), as appropriate to the context, to sit in on the interview.
 - 20.2.2. Sit in a room where it is possible to be observed through a window or glass-panelled door.

20.2.3. Do not close the door of the room, if you are not clearly visible from outside the room.

21. Transporting Students

- 21.1. In certain situations staff or volunteers may be required or offer to transport a learner as part of their work. As for any other activity undertaken at college, the college has a duty to carry out a risk assessment covering the health and safety of their staff and to manage known risks.
- 21.2. Staff should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so will put a child (or vulnerable adult) at risk. In these circumstances the matter should be recorded and reported to both their manager and, if appropriate, the child's parents/carer.
- 21.3. There is an expectation that staff must have business cover on their car insurance if they are transporting learners. Any private vehicle used must meet all legal requirements.
- 21.4. Staff should not normally transport a learner in their car, instead a taxi should be requested. Student Services can assist in making arrangements from an operator that has been vetted by the Local Authority.
- 21.5. Where this is not appropriate, transport arrangements must be discussed and agreed by a line manager in consultation the Deputy DSLs. It would also be advisable to obtain parental permission, but in any instance staff should be wary of the possibility of false allegations being made. At least one adult additional to the driver must accompany the learner acting as escort.

22. E-Safety

- 22.1. All staff in the college will use technology to support and promote the learning and welfare of learners. However certain safeguards should be remembered:
 - 22.1.1. Staff are strongly advised **not** to give any child or adult learner their personal telephone numbers (mobile or home). There may however be exceptions to this, e.g. the college mobile telephone fails during a trip. If a number is given, it should only be used for short, designated periods and with the strict stipulation that it is only used for emergency situations arising during the fieldtrip. If this situation arises the staff member should immediately inform their line manager who should then report this to the Director of Finance and Resources.
 - 22.1.2. Communication by technology should only take place using the college e-mail and intranet systems, and communication of a personal nature must not be conducted with children and older students.
 - 22.1.3. Staff will not access or expose children or older students to unsuitable material on the internet. Staff should ensure that they follow all of the college's policies relating to internet usage and social media.

23. Professional boundaries

- 23.1. Staff at the college may support and advocate for children but they are not their friends. They are in 'a powerful and potentially difficult position', if professional boundaries are crossed. Further detail on professional boundaries can be found in the staff Code of Conduct and is covered during the safeguarding induction process.

23.2. Further guidance for staff working with young people is in the *Guidance for safer working practice with children and young people in education settings* (May, 2019).

24. Safety

24.1. The college must ensure that:

- 24.1.1. All sites are clean and a safe environment for learners, staff and visitors.
- 24.1.2. All staff have access to the Safeguarding Policy and Procedure and know who the Nominated Safeguarding Officers are.
- 24.1.3. All incidents are recorded in accordance with Health & Safety procedures.
- 24.1.4. All staff and students wear photograph ID badges and lanyards at all times.
- 24.1.5. All visitors must report and sign in at reception and will be issued with visitor badges (red or yellow dependent upon their DBS status).
- 24.1.6. An accurate and up-to-date student record system is in place and confidentiality of data is maintained.
- 24.1.7. Regular audits of all equipment (first aid kits, fire extinguishers, telephones, etc.) are carried out.
- 24.1.8. Regular fire drills/inspections are undertaken.
- 24.1.9. There is a designated person in charge on site at all times the college is open to learners to deal with emergencies and ensure the safety of learners.

We will endeavour to make this information available in alternative formats upon request, e.g. audio, electronic, large format, braille. Please contact the Marketing Department for assistance:

Email: info@leggott.ac.uk Telephone: (01724) 282998

Policy Owner:	Claire Holmes	Next Review Date:	July 2021
---------------	---------------	-------------------	-----------

Appendix 1: Relevant Legislation & Guidance

This policy has been developed in accordance with legislation and statutory guidance. Primarily:

- Keeping Children Safe in Education, 2020:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- Ofsted Education Inspection Framework, 2019:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf
- Care Act, 2014
- The Prevent Duty, 2015:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- Prevent Duty Guidance, 2019: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- Counter-Terrorism and Security Act, 2015
- Guidance for safer working practice with children and young people in education settings: <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>
- Children Missing in Education, 2016:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- Children Act 1989 and 2004
- Education Act, 2002
- Equality Act, 2010
- Guidance for safer working practice with children and young people in education settings, October 2015
- Safeguarding Vulnerable Groups Act, 2006
- Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (UK Council for Child Internet Safety):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
- Teachers' Standards, 2012
- The Children and Families Act, 2014
- UN convention on the Rights of a Child, 1989

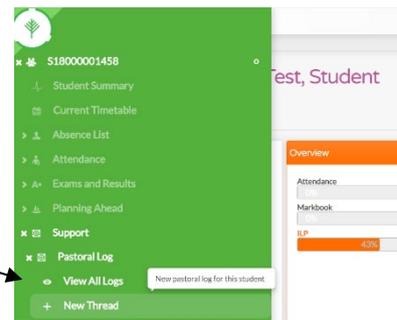
Appendix 2: Key Contacts

Organisation	Contact
North Lincolnshire Single Access Point (SAP)	01724 296500 (9am-5pm) 01724 296555 (out of hours)
Local Authority Designated Officer (LADO)	01724 298293
Doncaster Children's Services	01302 737777 (8:30am-5pm) 01302 796000 (out of hours)
Lincolnshire Children's Services	01522 782111 (8am-6pm) 01522 782333 (out of hours)
North East Lincolnshire Children's Services	01472 326292
Police	999 (emergency) 101 (non-emergency)

Appendix 3: Reporting safeguarding concerns on CEDAR

To report a safeguarding concern on CEDAR:

Select a new thread from the menu on the students' page



Then select the safeguarding thread types;

- Safeguarding:
Safeguarding Referral

Then select a safeguarding type – using your own judgement as to which best fits the issue you are dealing with.

If you are aware the student is accessing support from an external agency then select one of the boxes available.

A screenshot of the 'New Pastoral Log Thread Form' in CEDAR. The form has a title bar 'New Pastoral Log Thread Form' and a 'Post Details' section. It includes a 'Comment' box with a rich text editor toolbar. Below the comment box are several fields: 'Contact Type' (a dropdown menu), 'Subject (If Any)' (a checkbox for 'Physics GCSE'), 'Visible to Student' (a checked checkbox for 'Confirm that the thread will be visible on the Student ILP'), and 'Notify' (two checkboxes for 'Selected' and 'Not Selected', with 'Not Selected' currently selected). The 'Not Selected' checkbox has a tooltip that says 'Aidan, Stova'.

Log your safeguarding concern in the 'Comment' box and select 'Submit Form' at the bottom of the page. This will

then be emailed direct to the Safeguarding Team who will respond to your concern.

If the safeguarding concern is urgent and needs to be dealt with right away then contact the safeguarding mobile on 07807556810 (as detailed on your CEDAR home page) to notify the Duty Nominated Safeguarding Officer.

Appendix 4: Actions required by the staff members when there are concerns about a child or vulnerable adult

Child:

- Disclosure;
 - Allow time to listen to what the student has to say
 - Do not stop a young person who is revealing painful events
 - Do not investigate or ask leading questions
 - Seek clarification
 - Contact a Nominated Safeguarding Officer (via the safeguarding mobile on 07807556810) if the child is in immediate danger or risk of harm
 - Record concern on CEDAR (**see Appendix 3**)
- Suspicion;
 - Do not delay in registering concerns or suspicions of abuse
 - Contact a Nominated Safeguarding Officer (via the safeguarding mobile on 07807556810) if the child is in immediate danger or risk of harm
 - Record concern on CEDAR (**see Appendix 3**)
- Actions of Nominated Safeguarding Officer;
 - Referral not required – the safeguarding officer takes relevant action, possibly including early help and monitors student
 - Referral required – the safeguarding officer makes referral to children’s services (child), LSAB (vulnerable adult if consent provided), (and calls Police if appropriate). If consent is not provided by the vulnerable adult then the safeguarding officer will only refer if withholding the referral puts them or others at risk.
- *At all stages, staff should keep the child’s/vulnerable adult’s circumstances under review and re-refer if appropriate, to ensure the child’s/vulnerable adult’s circumstances improve – the child’s/vulnerable adult’s best interests must always come first*

Appendix 5: Safeguarding Arrangements for 14-16 year old students (Leggott Academy)

The college recognises that additional safeguarding arrangements are required for the Leggott Academy 14-16 year old learners, who are studying in a Post 16 sixth form college environment. To ensure the safety and wellbeing of these learners the following additional arrangements have been put into effect:

- The provision of a dedicated area for the sole use of the 14 – 16 Leggott Academy students which complies with *Section 52A FHEA 1992 Regulations*. This building is clearly signed and identifiable to students, staff and parents and includes classrooms, a common room and a Leggott Academy staff office. Leggott Academy students will however, access other areas of the college as needed.
- All staff working in the Academy have a duty of care to protect and keep children safe. 14 – 16 Leggott Academy students are supervised during timetabled sessions and members of staff working in the Academy must ensure that they supervise students within the lessons/support session they have been timetabled in/allocated to. A staff member of the Leggott Academy is always available in the Leggott Academy staff office at breaks and lunchtimes. This ensures all Academy students are safeguarded and protected at all times.
- 14 – 16 Leggott Academy students are not permitted to leave the college campus during the college day without the express permission of their parent or carer and the student must be collected by their parent or carer.
- Lessons begin every day at 8.50am and a register is taken at the start of every lesson throughout the college day. Parents or carers will be contacted by a member of staff from 10am onwards where there is an unexplained absence. If a 14 – 16 year old student leaves the college campus without permission the college will immediately contact the learner's parent or carer.
- All students, staff and visitors on the college campus are required to wear a lanyard which is visible at all times. 14 – 16 Leggott Academy learners are required to wear a coloured Leggott Academy lanyard.
- 14-16 Leggott Academy students will be provided with the skills to stay safe through a broad and balanced curriculum and through enrichment activities. The college will ensure that children in the Leggott Academy have effective opportunities through personal, social health and economic education (PHSE) and sex and relationship education (SRE) to develop the skills they need to recognise and stay safe from abuse. This includes understanding and recognition of healthy and unhealthy relationships and the support available.

Travel arrangements to and from college are the sole responsibility of the parent or carer. It is a requirement for all bus operators (both college contracted bus routes and public bus services) to have a safeguarding policy. College contracted bus routes are contracted from North Lincolnshire Council approved bus operators, a condition of which requires the bus operator to have a safeguarding policy and all drivers and bus escorts (where appropriate) to have an enhanced Disclosure and Barring Service (DBS) check.

In the event that a circumstance arises which requires a 14-16 year old student to be supported to return home, the college will make arrangements only at the request of the parent or carer.

Guidance on children missing in education can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf, and more information

on the academy's procedures when dealing with this type of incident can be found in the Leggott Academy Attendance Policy.

Appendix 6: Safeguarding Guidance for College Re-opening (COVID-19)

Our current safeguarding policy remains in place, however in line with Government Guidance to reopen the college we are putting additional safety precautions in place to ensure that all of our staff and students are kept safe at all times. Some of these safety measures include:

- Travel to and from lessons
- Entering college buildings
- Use of social distancing where possible
- Class seating plans
- Reduced use of social spaces

Staff and students should familiarise themselves with the Governments COVID-19 guidelines regarding what to do when feeling unwell before entering college or whilst on the college premises. Staff and students must also follow the hygiene precautions set out by the government as a prevention measure, see following link for further guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

A reminder that if a student feels unwell whilst at college they should inform the nearest staff member who will ring the First Aid Phone, the First Aider on site will collect the student and assist them. Students should take all their belongings with them.

Where breach of this guidance has been made in a deliberate manner, sanctions will be dealt with via our safeguarding (or behaviour) policy.

These measures will remain in place while we continue to receive guidance from the Government regarding COVID-19. Staff will be notified of any updates.