

SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN

(CHILD PROTECTION POLICY)

PRIMARY PERSON RESPONSIBLE FOR IMPLEMENTATION AND MONITORING OF THIS POLICY

JAMES EYTLE, BEVERLEY MELLON (PRINCIPALS)

CONTACT DETAILS: 020 7409 7273

Beverley Mellon – childprotectionofficer@albemarle.org.uk

Carly Stone - welfare.albemarle@gmail.com

LAST REVIEW DATE

March 2019

NEXT REVIEW

March 2020

Safeguarding and Promoting the Welfare of Children (Child Protection Policy)

Advice and Guidance to staff on disclosures and reporting allegations are contained in the appendices of this policy.

This policy should be read in conjunction with the following college policies:

- **Behaviour & Conduct of Students Policy**
- **Exclusions and Suspensions Policy**
- **Trips Policy**
- **Staff Disciplinary & Grievance Policy.**

This policy fulfils the requirements set out in the ISI PFE Handbook-The Inspection Guidance Independent Schools Inspectorate 2016 Annex 12, (Effective from January 2016) and was previously based on ISI Regulatory Requirements September 2014, part 3, 7(52), Keeping Children Safe in Education (2016) and Working Together to Safeguard Children (2015)

Rationale

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

1. Introduction

Albemarle College understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

The definition of safeguarding:

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

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

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

The aims of Albemarle's Safeguarding Policy are:

- To support each young person's development in ways that will foster security, confidence and independence;
- To raise the awareness of both teaching and support staff of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring young people known or thought to be at risk of harm; and to emphasise the need for good levels of communication between all members of staff, as between themselves and with senior management;
- To develop a structured procedure within the College which will be followed by all members of the college community in cases of suspected abuse and to foster an environment and culture where those procedures will be readily invoked;
- To develop and promote effective working relationships with other agencies, especially the police and Social Services.

- To ensure that all adults within our College who have access to children have been subjected to the suitability checks required by the Disclosures Barring Service and Standard 4 of the Independent School Standards in respect of their suitability to work with children.

2. Legal Framework

Albemarle College is aware of its obligation to make arrangements to safeguard and promote the welfare of students at the school as set out in Sections 157 and 175(2) of the Education Act 2002, the statutory guidance documents, *Keeping children Safe in Education (DfE, 2016)*, and *Dealing with Allegations of Abuse against Teachers and Other Staff* (DfE, updated October 2012), **alongside guidance within *Working Together to Safeguard Children (LondonSCB, 2017)***.

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

Further information on Preventing Radicalisation

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

3. Procedures

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

3.1 Training

All staff are given training during whole college in-service training days in August/September prior to the start of every academic year. It aims to develop staff's understanding of the signs and indicators of abuse and to know how to respond to a student who discloses abuse. All staff who have attended receive a certificate in basic Safeguarding and Child Protection awareness. A record of this training is kept in personnel files.

All new members of staff and temporary staff meet with college's DSL as part of their induction training and are provided with a copy of our child protection procedures and are required to read Part 1 of the KCSIE (2014). They are informed of the arrangements for child protection, including the procedure for reporting allegations and, if they have not completed such training within the two years prior to their being employed at the college, they complete an online Level 1 Safeguarding training programme.

The DSL and DDSL attend training run by appropriated training providers and their training is updated every two years.

All staff, including ancillary staff and temporary staff, are provided with induction training which includes (ISI Regulatory Requirements, September 2014, Part 3, paragraph 76):

1. The school's child protection policy;
2. The staff code of conduct;
3. The identity of the DSL and DDSL;
4. A copy of Part 1 of KCSIE.
5. Online Level 1 Safeguarding training

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

3.2 Making referrals

Whilst the guidance places the responsibility of making decisions about referrals with the college's DSL, the importance of children receiving the right help at the right times to address risks and prevent issues escalating and the importance of acting on and referring the early signs of abuse and neglect is such that teachers can seek advice or report allegations directly if they feel a situation is not improving or to challenged inaction

In addition, staff should differentiate between children who are in need of additional support from one or more agencies and children who have suffered or are at risk of suffering serious harm.

Children who have suffered or are at risk of suffering serious harm must be reported to children's social care immediately. Children who are in need of additional support from one or more agencies need to use CAF (Common Assessment Framework) and "Team Around Child" (TAC) approaches

3.3. Informing parents

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

3.4 Safer recruitment

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

3.5 Other staff working with Albemarle College students

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

3.4 Allegations against staff

We are aware that there may be many ways in which an allegation is made:

- A student or member of staff or a volunteer may make an allegation against a member of staff or a volunteer.
- A young person may make the allegation to another student, a parent, or a member of staff.

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

The DSL will contact the Local Authority designated officer (LADO) immediately (ISI Regulatory Requirements, September 2014, Part 3, paragraph 64) to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The College will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The College will give due weight to the views of the LADO and the policy when making a decision about suspension

If the allegation made to a member of staff or volunteer concerns the Principals or a member of the Senior Management Team, the DSL will directly inform the Board of Directors who will consult with the LADO. In cases of serious harm, the police will be informed from the outset. The College will follow the LSCB procedures for managing allegations against staff. In accordance with the guidance issued by the DfE (2015) all considerations and investigations carried out by the College related to an allegation will eradicate any unnecessary delays. Suspension of the individual subject to the allegation will not be automatic and will only be applied if there is no reasonable alternative. The reasons and justification for such a decision will be recorded by the College and the individual will be notified of the reasons. Appropriate pastoral care and a named contact will be put in place for any suspended member of staff. Allegations that are found to be malicious will be removed from personnel records and any that are unfounded malicious allegations will be subject to the College's Behaviour Policy and, after investigation, sanctions may include temporary or permanent exclusion, in addition to a referral to the Police if there are grounds to believe that a criminal offence has been committed.

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

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

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

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

3.5 Allegations of abuse and instances of abuse by one or more students against another

The College's Behaviour Policy makes clear the expectations on students of acceptable behaviour towards other students. Where a student (or a member of staff) makes an allegation about the behaviour of a student or students against another student, and this is deemed to be or could be deemed to be a form of abuse, the allegation must be reported to the DSL. She will take advice from the appropriate Local Authority Social Services team in putting in place the measure necessary to safeguard the student; this may mean involving external agencies.

3.6 Review

Procedures are reviewed annually by the DSL, and the Board of Directors and updated as required. The DSL and Principals are responsible for ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay. Safeguarding and Welfare is a standing item on all major committees and staff are encouraged to bring any matters of concern to the attention of a senior member of staff without delay. The DSL and DDSL meet on a weekly basis and will have termly meetings also involving the Curriculum Managers where the Safeguarding and Welfare Policy will be reviewed and revised as necessary. The basis for, and nature of, any changes will be published to all staff, and parents or students as appropriate.

If there has been a substantiated allegation against a member of staff, the College will work with the LADO to determine whether there are any improvements to be made to the college's procedures or practice to help prevent similar events in the future. (ISI Requirements, September 2014, Part 3, paragraph 79).

4 Responsibilities

At board level, the Directors take responsibility for the safeguarding and promoting the welfare of children and are responsible for policy. The Directors undertake an annual

review of the College's policies and procedures (in Autumn Term or more frequently as required) and considers how the College's duties have been discharged.

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

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

- Dismissal; non-renewal of a fixed-term contract;
- No longer engaging/refusing to engage a supply teacher provided by an employment agency;
- Terminating the placement of a student teacher or other trainee;
- No longer using volunteers;
- Resignation;
- Voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. **Failure to make a report constitutes an offence.** 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. The College has a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. (ISI Requirements, September 2014, Part 3, paragraph 69).

5 Deputy Designated Safeguarding Lead (DDSL) ('Child Safeguarding Persons')

The Designated Safeguarding Lead (DSL) who takes responsibility for dealing with child protection issues and liaising with other agencies is Beverley Mellon.

Carly Stone is the Welfare Officer and Deputy Designated Safeguarding Lead (DDSL). Both the DSL and the DDSL have child protection training provided by relevant agencies. In the absence of the DSL, the DDSL is responsible for:

- Adhering to the LSCB, LA and College procedures with regard to referring a child if there are concerns about possible abuse;

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

A full copy of the Designated Safeguarding Lead (DSL) Job description can be found in Appendix 6.

Staff may report allegations or get advice from the DSL or directly from the Local Safeguarding Children Board

(see Appendix 5 for contact information).

6 Supporting Children

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

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of young people;
- Ensuring that young people have access to a source of counselling, either at College or through an outside agency;
- Notifying Social Services as soon as there is a significant concern, after discussion with the LSCB or the appropriate LA for the young person concerned.

- Providing continued support to a student who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the young person's new school.
- Gaining assurance that the employees of any other organisation supervising students on a different site have undergone the necessary checks.

7 Confidentiality

We recognise that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The DSL will only disclose any information about a young person to other members of staff on a 'need to know' basis. All staff must be aware that they have a professional responsibility to share information with other agencies, through the defined school channels, in order to safeguard children. All staff must be aware that they cannot guarantee confidentiality to a young person when listening to any disclosure since an issue may need to be referred on.

8 Supporting Staff

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

9 Prevention

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

- have regard that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the College students on another site (see the College's Trips Policy);
- establish and maintain an ethos where young people feel secure, are encouraged to talk and are always listened to;
- ensure that all young people know there is an adult in the College whom they can approach if they are worried or in difficulty;

- include in the curriculum opportunities for the PSHE which equip young people with the skills they need to stay safe from harm and to know to whom they should turn for help.

Links with other policies:

10 Physical Intervention

Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person or the young person injuring him or himself. We understand that evidence of physical intervention of a nature which causes injury or distress to a young person may be considered under safeguarding or disciplinary procedures.

11 Bullying and racist incident

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

12 Health & Safety

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

13 Illegal Substances Policy

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

14 Staff Code of Conduct

The College has a staff code of conduct as a separate document which provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Appendix 1

Safeguarding Guidance to staff

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

- Avoid all situations where they are on their own with a student unless necessary and, in such situations, ensure that there is another member of staff or support staff in the vicinity.
- A senior member of staff should always know and approve the arrangements whereby one-to-one tuition or coaching takes place. Last-minute or informal arrangements for one-to-one tuition or coaching should be avoided wherever possible.
- College email addresses should be used to give and receive appropriate messages between staff and students, and the system is readily available to scrutiny if necessary. It is good practice to copy in a senior member of staff (e.g. Head of Dept.) if e-communication is used and to keep email contact formal and professional. (see Appendix 4 for further guidance on e-communication)
- Students' mobile telephone numbers should not be used without the express permission of the students' parents and in exceptional circumstances, and the use of texts should be avoided. It is good practice to use a school mobile to make contact with a student (e.g. on a trip or school outing) and to collect and use student numbers only in the context of a planned, risk assessed trip. Numbers should not be stored on a personal mobile and students should not have access to teachers' personal mobile numbers (pastoral leaders may keep confidential paper copies of telephone numbers).
- For additional guidance on the use of technology for communication between staff and students, see Appendix 4: "Child Protection: email, mobile phones and students".
- Avoid giving lifts to students, particularly one-to-one, other than in an emergency when a senior member of staff should be informed.
- Ensure all out-of-school contact with students is authorised by their parents or guardians and/or a senior member of staff.

- Seek advice from a senior colleague if a student's need to speak to you seems out of the ordinary or makes you feel uncomfortable.

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

If teaching one-to-one lessons

- do not meet with pupils in remote areas off-site
- if the lesson is not timetabled, inform the College Admin or the Information Officer of the meeting beforehand
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
- consider the needs and circumstances of the child/children involved.

Appendix 2

Disclosures and Reporting Arrangements

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

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

In the event of a member of staff needing to report a disclosure or a suspicion of abuse, the DSL should be informed immediately or, in their absence, the DDSL. It is important that any member of staff should feel able to bring any suspicions about any person (whether suspicions about another member of staff, for example, or a parent of a student) to the DSL. Albemarle College underlines the importance of staff being able to voice concerns about any student's welfare and an "open door" policy is encouraged in this important respect by the Principals.

Similarly, whilst the guidance places the responsibility of making decisions about referrals with the college's Designated Safeguarding Lead (DSL) (designated safeguarding lead), the importance of children receiving the right help at the right time to address risks and prevent issues escalating and the importance of acting on and referring the early signs of abuse and neglect is such that teachers can seek advice

or report allegations directly to the Local Safeguarding Children Board. Similarly, teachers have the right to contact the LSCB directly if they feel a situation is not improving or to challenge inaction (ISI Regulatory Requirements, September 2014, Part 3, paragraphs 58 and 62).

In addition, staff should differentiate between children who are in need of additional support from one or more agencies and children who have suffered or are at risk of suffering serious harm.

Children who have suffered or are at risk of suffering serious harm must be reported to children's social care immediately. Children who are in need of additional support from one or more agencies need to use the CAF (Common Assessment Framework) and "Team Around Child" (TAC) approaches. (ISI Regulatory Requirements, September 2014, Part 3, paragraph 61).

The DSL will take notes of the disclosure or suspicion and, having ascertained the facts of the allegation (if known), will consult the relevant LADO (Local Authority Designated Officer) immediately or as soon as is practicable and certainly within 24 hours. She will not conduct an investigation until the LADO has advised her whether a referral is necessary.

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

In the case of ceasing to use a person's services, including dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering: it is important that reports include

as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools and colleges have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources (ISI Regulatory Requirements, September 2014, Part 3, paragraph 69).

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

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

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

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

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

Appendix 3

Definitions and signs of abuse

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: 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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of Physical Abuse

Physical Indicators:

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

Behavioural Indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.

- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

Signs of Sexual Abuse

Physical Indicators:

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

Behavioural Indicators:

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

Signs of Emotional Abuse

Physical Indicators:

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

Behavioural Indicators:

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

Signs of Neglect

Physical

Indicators:

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

Behavioural Indicators:

- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Assuming adult responsibilities.
- Reporting no carer at home

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate on terrorist activity. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of the armed forces.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include exposure through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations.

Preventing Radicalism

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

Female Genital Mutilation

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

FGM is a collective term for procedures that remove part or all of the external female genitalia for cultural or other non-medical reasons. However, the issue is complex and despite its very severe health consequences, parents and others who have the procedure carried out on their daughters may not intend it, or regard it, as an act of abuse but as a cultural practice.

The impact on children's physically and psychologically can be severe, at worst resulting in fatality and it is important that we raise awareness to try and prevent female genital

mutilation and to offer support to children who have already been subjected.

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

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

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

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

For more details, staff are directed to the London Safeguarding Children Board procedures, which may be viewed (and downloaded) at the London SCB website (www.londonscb.gov.uk).

http://www.londonscb.gov.uk/files/procedures/london_cp_procedures_v.3
10.01.08.pdf [see Chapter 4 (p120 ff)]

Child Sexual Exploitation

What is child sexual exploitation? Child Sexual Exploitation (CSE) is a form of sexual

abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited (Barnardo's 2012).

Child sexual exploitation can manifest itself in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods, but not always. Exploitation can also involve opportunistic or organised networks of perpetrators who may profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men (Barnardo's, 2011).

This abuse often involves violent and degrading sexual assaults and rape. The Children's Commissioner's report on sexual exploitation by gangs and groups found that oral and anal rape were the most frequently reported types of abuse. Experts agree that these types of abuse are particularly humiliating and controlling, and, as such, may be preferred by those who exploit vulnerable young people (Berelowitz et al, 2012). Exploitation can also occur without physical contact when children are persuaded or forced to post indecent images of themselves online, participate in non-contact sexual activities via a webcam or smartphone, or engage in sexual conversations on a mobile phone (DfE, 2011).

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices (Jago et al, 2011). This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them (Barnardo's, 2012)

If you suspect or discover that someone is sexually exploiting a child you can discuss your concerns with a NSPCC counsellor by calling 0808 800 5000 or emailing help@nspcc.org.uk. For more information and documentation, please refer to the

NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-abuse/helping-children/>

Children who run away or go missing

The guidance takes into account the following documentation:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/

[Statutory](#)

[Guidance - Missing from care 3 .pdf](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/c

[me_guidance.pdf](#)

Definitions

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

Child/young person	A child or young person under the age of 18 years with the exception of a former relevant child within the Children (Leaving Care) Act 2000; these young people continue to be the responsibility of the Local Authority up to the age of 21 (24 years of age if in receipt of full-time education)
Missing Person (APCO definition)	“A missing person is anyone whose whereabouts are unknown, whatever the circumstances of disappearance. He or she will be considered missing until located and his or her well-being, or otherwise, established.
Young Runaway	A child or young person under the age of 18 who has run away from their home or placement, or feels they have been forced or lured to leave, or whose whereabouts is unknown.

Absent*	<p>A person is not at a place where they are expected or required to be.</p> <p>A child who is absent from their home or placement without permission for any length of time where their age, experience, background or ability make this a concern. This includes circumstances where:</p> <p>There is identified or imminent risk of the child being exposed to significant harm;</p> <p>The child poses a risk of <u>Significant Harm</u> to others; The absence is out of character or</p>
Missing Child/Young Person*	<p>Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another.</p>
Looked After Child (LAC) / Child in Public Care	<p>A child is looked after by a Local Authority if s/he is 'in care' by reason of a court order, or if s/he is provided with accommodation for more than 24 hours by agreement with her/his parents or with the child if s/he is aged 16 or more.</p>
Unauthorised absence from residential care:	<p>Absent for a short period of time and after a thorough risk assessment and consideration of their <u>Care Plan</u>, the absence does not raise concern for their immediate safety or that of anyone else. Children who are 'unauthorised absence' should not be reported to the Police and must be the subject of a continuous risk assessment review process while they remain absent. If there is evidence of any of</p>
Responsible local authority:	<p>The authority that is responsible for the young person's care and care planning.</p>
Host local authority	<p>The authority in which the young person is placed when placed out of the responsible authority's area.</p>

Absconded:	When a missing child is subject to a court order, such as curfew or bail conditions, Police must be made aware of the order and the expiry date in order for the child to be classified as a “missing person” not an absconder.
Abduction	Where a child has been abducted or forcibly removed from their place of residence, this is a ‘crime in action’ and should be reported to the Police immediately.
Sexual Exploitation and Grooming for potential Sexual Exploitation	Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/or others performing on them sexual activities
Child Trafficking	Some missing children subsequently become trafficked, often for the purposes of sexual exploitation. They may be trafficked across both small and large geographical areas. For further
Forced Marriage	Some young people run away because they are at risk of abuse. <u>Forced Marriage</u> in particular can lead to young women running away from home. See <u>further guidance and information on the gov.uk website</u> .
Children Missing Education	Children who are missing education are not necessarily missing from home. Procedures are followed to return the child to education. When a child is not in education and they cannot be found at a previous address, attempts are made to locate the family. If the child (and family) cannot be located after 3 months, a CME concern form is completed and forwarded to the Customer

* Since April 2013 police forces have been rolling out new definitions of 'missing' and 'absent' in relation to children/ young people and adults reported as missing to the police. The police classification of a person as 'missing' or 'absent' will be based on on-going risk assessment. [Guidance on how police forces will apply new definitions to children](#) was issued by ADSL in April 2013.

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

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

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

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

Appendix 4

Email, Social Networking and Mobile Phones – Guidance for Staff

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

These normal professional duties may include:

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

As outlined in the School's Safeguarding and Welfare policy, electronic communication between staff and students is limited to communication within the meaning of professional conduct. Communication which can be described as "grooming" or an abuse of trust will never be permitted. Contact between staff and current students on Facebook and other social network sites is prohibited.

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

Email

- 1) Use your College email account for any communication with a student. Do not use your personal email address.
- 2) All communications (beyond a simple acknowledgement /factual statements) should be copied (for information/ record) to a relevant colleague. For example, if you are offering academic advice then you could copy in the relevant Curriculum Manager, or if the message is more concerned with a straightforward pastoral matter then the Personal Tutor or Welfare Officer.

Facebook, Twitter and other Social Networking Sites

- 1) Consider carefully the public nature of such sites and decide if it is appropriate to join and what information about you will be open to parents, students, colleagues. If you have a personal blog then please take these matters into account too.
- 2) Never allow an existing student to join your circle of “Friends”. The College regards students as part of our community until they begin their career at another institution.
- 3) Training and advice on privacy settings on social networking sites and their safe use can be obtained from the College’s ICT teacher Stewart Otterburn.
- 4) Report any unwanted contact/ emails/ messages from an existing student to the DSL immediately.

Mobile phones/ text messages

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

Photography / Video recording / Audio recording

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

Appendix 5

Useful Contact Details

Albemarle College Designated Safeguarding Lead (DSL) - Designated Safeguarding Lead

Beverley Mellon – childprotectionofficer@albemarle.org.uk

Albemarle College Welfare Officer/Deputy Designated Safeguarding Lead (DDSL) - Designated Safeguarding Person

Carly Stone - welfare.albemarle@gmail.com

Local Safeguarding Children Board (LSCB)

(ISI Regulatory Requirements, September 2014, Part 3, paragraph 57)

[http://www.lbhf.gov.uk/Directory/Health and Social Care/Children and family care/Local Safeguarding Children Board/](http://www.lbhf.gov.uk/Directory/Health%20and%20Social%20Care/Children%20and%20family%20care/Local%20Safeguarding%20Children%20Board/)

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

Jane Foster, LADO, Safeguarding in Employment Manager, Westminster City Council, jfoster1@westminster.gov.uk

LSCB arrangements for Hammersmith & Fulham, Kensington and Chelsea and Westminster

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

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

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

Tim Deacon - LSCB Manager for the Hammersmith & Fulham, Kensington and Chelsea and Westminster LSCB

Jean Daintith - Independent Chair of the Hammersmith & Fulham, Kensington and Chelsea and Westminster LSCB

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

Prevent can be contacted on: **020 7340 7264**

Last reviewed March 2019

Appendix 6

Role Description of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) role includes the responsibilities for:

- Implementing and promoting the Safeguarding and Child Protection Policies and Procedures.
- The DSL should know how to recognise the signs of abuse and know when it is appropriate to make a referral to the relevant investigating agencies. A key person for contact is the Local Authority Designated Officer (LADO).
- The DSL should have an understanding of the LADO role in order to work effectively with them.
- When making a referral and liaising with other agencies the DSL should act as a point of contact and a source of support, advice and expertise within the school.
- At all stages of the referral process, the DSL must keep the Curriculum Managers/Welfare Officer informed of on-going investigations, on-going child protection issues and the welfare of students who are subject to a child protection plan.
- Acting as the main point of contact for college staff, student, families and external agencies. Receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place.
- Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
- Implementing, maintaining and updating the policy and procedures on an annual basis or as required.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times.
- Keeping abreast of developments and understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children, including attending appropriate regular training and ensuring all staff have appropriate and up to date training.
- Providing guidance on relevant matters to all staff members as appropriate and promoting best safeguarding practice at all times.

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

Training:

DSL should

- Complete a ME.LEARNING Level 1 & 2 child protection training course in order to recognise how to identify signs of abuse and know when it is appropriate to make a referral

MeLearning: Safeguarding for Children (in Education) Levels 1 and 2 Course

- Receive training on inter-agency working. The DSL must have a working knowledge of the Local Safeguarding Children Board (LSCB), the conduct of a child protection conference and must be able to contribute to these and other inter-agency meetings effectively when required. A key role for the DSL is to ensure that the concerns and views of the school are represented and taken into account. Receive specific training on the role of the DSL, which should be refreshed every two years.

Staff Safeguarding Training:

It is the role of the DSL, working with the Principals and Welfare Officer, to ensure all staff:

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

Review of Safeguarding Practices of DSL

The DSL will be appraised on her roles and practices on a yearly basis by the College Board of Directors

The DDSL will be appraised by the DSL

Signed by the Directors of the Board of the College

James Eytte

Beverley Mellon