

R U N S H A W C O L L E G E

POLICY TITLE:	Child and Vulnerable Adult Protection Policy				
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POLICY OWNER:	Marie Fairhurst	POSITION:	Assistant Principal	VERSION:	17.2
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1. Introduction and Purpose

This policy defines the responsibilities, processes and procedures relating to the protection of children under the age of 18 and those over 18 who are considered to be vulnerable adults.

2. Scope

This policy covers the identification of vulnerable groups, management and staff responsibilities and the process for reporting and recording incidents.

All allegations of abuse will be taken seriously and treated in accordance with the College's procedures in recognition that any child or vulnerable adult can be subject to abuse and that it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem

3. Statutory Obligations

Runshaw College holds as one of its highest priorities the health, safety and welfare of everyone involved in activities that come under the responsibility of the College.

The College Governors, Senior Management, all staff and volunteers must understand and comply with their statutory obligations to safeguard and promote the health and welfare of children/young people and vulnerable adults.

This policy updates all previous policies and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

For updates on Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) follow this link:

<http://panlancashirescb.proceduresonline.com/index.htm>

Keeping Children Safe in Education 2021

➤ [Keeping Children Safe in Education \(KCSIE\) September 2021](#)

See Appendix 1 – Part 1 – Mandatory Reading for All Staff

Special attention is drawn in this document:

- The Education & Training (Welfare of Children Act 2021)
<https://www.legislation.gov.uk/ukpga/2021/16>
- Domestic Abuse Act 2021
<https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>
- Sexual Violence & Sexual Harm between children in schools & colleges (DfE 2021)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children DfE July 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What to Do If You're Worried a Child Is Being Abused (DfE 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Disqualification under the Childcare Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- The Children Act 1989
- The Children Act 2004

4 Definitions

Abuse – a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”. to hurt or injure by maltreatment, to force sexual activity on, to cause upset through the use of coarse or insulting words.

Child – any person under the age of 18.

Disclosure and Barring Service (DBS) – an executive agency of the Home Office, which vets applications for people who want to, work with children/young people and vulnerable adults.

Designated Safeguarding Lead (DSL) – a member of staff responsible for child and vulnerable adult protection.

Local Authority Designated Officer (LADO) – the person responsible for managing allegations against people who work with young children or vulnerable adults.

Vulnerable Adult – any person of 18 years of age or older who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or be unable to protect him or herself against significant harm or exploitation.

5 Governing Body Responsibilities

The Governors of Runshaw College have responsibility to ensure that the College meets with statutory and operational requirement in order to safeguard and protect children and vulnerable adults.

5.1 Policies and Training

The Governors will ensure that:

- They review an annual report on policies, procedures, training and safeguarding arrangements and this is presented to the governing body.
- The Child and Vulnerable Adult Protection Policy and all supporting policies and systems policies, procedures, training in relation to are effective and comply with the law at all times and provide for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The Child and Vulnerable Adult Protection Policy is reviewed annually in line with current legislation and is available publicly via the college website.
- That the College provides and monitors training that is reviewed at least annually and updates are provided to staff as appropriate.
- Without delay, any deficiencies or weaknesses regarding Child Protection arrangements are remedied.
- All staff are issued with a copy and have read the latest version of Keeping Children Safe in Education – September 2021.

5.2 Designated Roles

The Governors will ensure that:

- There is designation at board level to take leadership responsibility for Safeguarding arrangements in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of children and vulnerable adults.
- There is a Designated Governor, who is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against senior managers. This is the Principal for Senior Managers and the Chair of Governors, for allegations made against the Principal.
- A Governor is nominated to be responsible for liaising with the Local Education Authority and/or partner agencies in the event of allegations of abuse being made against the Principal.
- A senior member of the College's Leadership Team is designated to take lead responsibility for child protection (Designated Safeguarding Lead) and this is explicit in the DSL's job description.
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- There is a Designated member of staff to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

5.3 External links

The Governors will ensure that:

- That multi-agency working is facilitated in order that the three safeguarding partners, (Appendix 2) have a shared and equal duty to work together to safeguard and promote the welfare of children. Governing bodies and proprietors should ensure that the College contributes to multi-agency, with the three partners, working in line with statutory guidance.
- There is a clear accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children and vulnerable adults.
- Relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR – 7 Golden Rules for Sharing Information (Appendix 3).
- It considers how children may be taught about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

6 Senior Leadership Responsibilities

6.1 Recruitment

Senior Leadership will ensure that:

- Staff and volunteers are recruited in accordance with The Safer Recruitment and Engagement Policy.
- Undertake all statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.

6.2 Training and support

Senior Leadership will ensure that:

- Induction for all staff and volunteers includes training on the roles and responsibilities of the Safeguarding Team and the Child Protection and Vulnerable Adult Policy.
- Induction training will make staff aware of complementary policies and systems which support safeguarding as part of the induction which include:
 - The Code of Professional Conduct
 - Student Harassment & Bullying Policy
 - Safeguarding response to children who go missing from education.
- Annual mandatory training and updates are provided and monitored for all staff as part of their contractual arrangements.
- Updates will be communicated by the Staff News, briefings and/or meetings.
- Support, guidance and appropriate supervision is provided to staff who require it in dealing with issues which may arise from their involvement in relation to Child and Vulnerable Adult Protection.

6.3 Policies and procedures

Senior Leadership will ensure that:

- A minimum annual review of the Child and Vulnerable Adult Protection Policy and Procedures takes place.
- Supporting policies and systems are reviewed with a knowledge of the requirements of “Keeping Children Safe in Education”.
- Students, parents/guardians/carers of learners under 18 can access the College’s Child Protection and Vulnerable Adults Policy and associated procedures via the Runshaw College website.

6.4 Personnel

Senior Leadership will ensure that:

- A Designated Senior Leader leads a Safeguarding Team of appropriately trained and experienced staff.

6.5 Multi-agency working and external links

Senior Leadership will ensure that:

- The College plays a part in multi-agency safeguarding arrangements to support and enable local organisations and agencies to work together.
- The College engages with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.
- The College provides a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Children's/Adult Social Care Services and Police are notified where there is a cause for concern, so that they can investigate and take necessary action.
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- Where services or activities are provided on the College premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the college on these matters where appropriate.

6.6 Sharing Information

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Senior Leadership will ensure that:

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of child (Appendix 3).

6.7 Online Safety

Senior Leadership will ensure that:

- The College's IT access, Usage and Online Safety Policy details how we keep young people safe when using the internet and mobile technology.
- Appropriate filters are in place to protect students when they are online on college's IT systems or recommended resources.
- Online bullying by students, via texts and emails, is managed through Student Harassment and Bullying Policy and the Student Disciplinary Policy. When dealing with such issues staff should refer to:
- Sharing images of nudes and semi-nudes: advice for education setting working with children and young people how to respond to an incident.

The UK Council for Internet Safety: Advice for education settings working with children and young people responding to incidents and safeguarding children and young people <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

This advice is non-statutory, and schools and colleges should read this alongside:

- Keeping Children Safe in Education statutory guidance (DfE).
- Sexual violence and sexual harassment between children in Schools and Colleges non-statutory advice (DfE).
- Searching, Screening and Confiscation non-statutory advice (DfE).
- When college become aware of an online safety issue that has occurred outside of college it is managed in accordance with the college's IT access, Usage and Online Safety Policy.
- All staff of aware of, and deliver any online learning and 1:1 sessions in accordance with government and college guidelines and safeguarding procedures (Professional Practice Guidelines and see also Appendix 7 Online Learning Guidelines for Students):

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>.

6.8 Peer on Peer Abuse

Peer on Peer Abuse can take many different forms:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (referred to in previous guidance as sexting or youth produced sexual imagery) the policy should include the school or college's approach to it. The UKCIS Education Group has published [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (now noted as a criminal offence).

College recognises the issue of Peer on Peer Abuse and offers support to all students irrespective of whether this has happened in or outside of college. College will ensure:

- Students who have experienced peer on peer abuse can report to any member of staff or directly to the safeguarding team.
- All staff receive training in relation to peer on per abuse.
- This subject is covered in the Progress Mentor Group Sessions so that students are clear about acceptable and unacceptable behaviour and the sanctions and interventions for poor behaviour.
- Student feel confident to ask for help.
- Students are supported.
- DSLs will engage with local safeguarding partners as appropriate.
- Follow the guidance in Keeping Children Safe in Education.

6.9 Sexual Abuse

College recognises the issue of sexual abuse via sexual assault and/or harassment and offers support to all students irrespective of whether this has happened in or outside of college. College will ensure:

- Students who have experienced sexual abuse can report to any member of staff or directly to the safeguarding team.
- All staff receive training in relation to sexual abuse.
- This subject is covered in the Progress Mentor Group Sessions so that students are clear about acceptable and unacceptable behaviour and the sanctions and

interventions for poor behaviour.

- Student feel confident to ask for help.
- Students are supported.
- DSLs will engage with local safeguarding partners as appropriate.
- Follow the guidance in Keeping Children Safe in Education.

6.10 Domestic Abuse

Exposure to domestic abuse and or violence can have serious and long lasting emotional and psychological impact on children and young people.

Encompass is a Police and education early information sharing partnership which enables colleges to offer immediate support for children and young people experiencing domestic abuse and other traumatic experiences.

The Safeguarding Team will review information from Encompass to ensure that appropriate support is in place dependent on the needs and wishes of the child.

6.11 Report to Governors

Senior Leadership will ensure that:

- An annual report on policies, procedures, training and safeguarding arrangements and this is presented to the Governing body.

7 Safeguarding Team

(see Appendix 4 for the Safeguarding Team)

7.1 Roles and responsibilities of the Safeguarding Team

The Designated Safeguarding Lead, (DSL) will ensure that:

- During term time, the designated safeguarding lead and/or a deputy should always be available during college hours for staff college to discuss any safeguarding concerns.
- The Safeguarding Team have the required knowledge and skills to deliver the service.
- The Safeguarding Team follow the laid down procedure.

7.2 Multi agency working and external links

The Designated Safeguarding Lead, (DSL) will ensure:

- The Team comply with all the requirements of record keeping and allegations reported to them.
- The Team abide by GDPR in relation to the protection and safeguarding of children and vulnerable adults.
- That all referrals are clearly documented with any serious concern being reported the DSL or if they are unavailable a member of the Senior Management Team at the earliest opportunity.
- Referrals are made using the guidance from Keeping Children Safe in Education process.
- The Team comply with the Local Children's Safeguarding Partnership Child Protection Procedures and Multi-agency Adult Protection Procedures and the Child and Vulnerable Adult Protection Manager's role within them.
- The Team refer cases to the Channel where there is a radicalisation concern.
- The Team liaise with investigating agencies.
- The Team liaise with the relevant school and ensure that appropriate arrangements are in place to safeguard the children, in the case of a report involving school pupils

under the age of 16.

- The Team act as a pivot for information and advice, relating to abuse or potential abuse for those under 18 or those over 18 who are considered to be 'vulnerable adults'.
- That where there is any doubt, the DSL may contact the Schools Safeguarding Officer, Lancashire County Council for guidance without revealing names.
- The DSL speaks to the learner and takes overall responsibility for recording essential information about each case and for collecting reports and notes as appropriate.

7.3 Training

The Designated Safeguarding Lead, (DSL) will ensure:

- DSL training is updated every 2 years for appropriate staff.
- The Safeguarding Team update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis.
- Selected staff undertake Prevent awareness training.
- The Safeguarding Team engage in the delivery of training as directed.

7.4 Looked After Children and previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated LAC Safeguarding Team member will:

- Maintain an overview and records relating to LAC and previously LAC.
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status.
- Work with appropriate external agencies in the best interests of the child.
- Support staff working with the young person sharing information as necessary.
- Facilitate prompt action if required to safeguard the child.
- Promote the educational achievement of children who are looked after.

8 Individual Staff Responsibilities

All staff and volunteers working for Runshaw College must be aware of and understand responsibilities in relation to the protection of children and vulnerable adults.

Each member of staff should ensure that they:

- Attend all training and take responsibility for reading updates or other materials as directed.
- Read "Keeping Children Safe in Education – Part 1: Information for all School and College staff, September 2021", which will be made available to them via training and the Staff News.
- Follow the Safeguarding procedures.
- Report any concerns immediately via the Safeguarding Helpline (01772644377) or the Safeguarding e mail , Safeguarding@runshaw.ac.uk. Concerns may result from direct contact with the student or third-party information. Evidence is not required to pass on a concern.
- Are aware that young people can be harmed online via hurtful and abusive messages, enticing young people to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour e.g.:
 - Content: learners being exposed to illegal, inappropriate or harmful material.
 - Contact: learners being subjected to harmful online interaction with other users
 - Conduct: learner's personal online behaviour that increases the likelihood of, or causes, harm

8.1 Disclosure

Each member of staff should ensure that they:

- Take all complaints, allegations or suspicions seriously.
- Keep questions to a minimum.
- Do not promise confidentiality. (*The College complies with the requirements of the GDPR and Data Protection Act 2018 and the Human Rights Act 1998, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child/young person/vulnerable adult*).
- Record as soon as possible what has been said using the Safeguarding Referral Form (Appendix 5), also found on the Staff Portal.
- Without stopping a learner telling about the abuse, staff must, as soon as reasonably possible, contact the DSL who will take over the responsibility for managing the disclosure.
- Do not keep any notes or discuss other with other staff.

If contact cannot be made with any of the DSLs or any Senior Manager within 2 hours' staff must refer to the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) for details of how to report concerns about the safety or welfare of a child/young person or vulnerable adult or Children's Social Care – (Appendix 6).

8.2 COVID Pandemic

Whilst the COVID pandemic continues there may be occasions when college delivers a mixture of on-site and remote learning or completely switches to remote learning. Should this happen it is essential that staff continue to refer any safeguarding concerns they have regarding a student as per this policy.

The Safeguarding Team will continue to support students when working remotely and are contactable by email or Teams calls.

Vulnerable students – During such times ensuring that vulnerable students remain protected is a top priority for the government. Vulnerable students include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Heads continue to work with vulnerable children.

College staff should continue to work with and support children's social workers to help protect vulnerable children. If college staff receive direct contact from a social worker or another external agency they should contact the Safeguarding Team.

Mental Health – Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of everyone. Teachers should be aware of this in setting expectations of students' work where they are at home. Mental Health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. If we are in a lockdown situation and are unable to offer direct face to face guidance for students due to COVID 19 circumstances we will signpost students.

Online safety – It is more important than ever that college provides a safe environment online. College will continue to ensure that appropriate filters are in place to protect

students when they are online on the College's IT systems or recommended resources. If you are piloting new technology or have any concerns, please contact the IT Service Desk for advice and guidance.

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

The Department of Education is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely.

Staff need to consider the safety of their students when they are asked to work online and refer to Professional Practice Guidelines and the College must ensure any use of online learning tools and systems is in line with Privacy and Data Protection/GDPR requirements.

9 Review

The Governors will review the policy annually. Other Related Policies and Codes of Conduct:

- Attendance Policy
- Student Disciplinary Policy
- Care and Control of Students and the Use of Reasonable Force Policy
- Data Protection Policy
- Disclosure of Information Policy
- Dealing with Allegations of Abuse made against Staff, Volunteers and Governors Policy
- Events, Trips & Residential Policy
- Experience of Work Policy
- Freedom of Expression
- Fitness to Study and Special Admissions Policy
- Professional Practice Guidelines
- Health, Safety and Wellbeing Policy
- IT Access, Usage & Online-Safety Policy
- Prevent Policy
- Recruitment and Selection Policy
- Recruitment of Ex-Offenders Policy
- Safer Recruitment and Engagement Policy
- Staff Code of Professional Conduct
- Learner Harassment and Bullying Policy
- Volunteering Policy

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Department
for Education

Keeping children safe in education 2021

**Statutory guidance for schools and
colleges**

September 2021

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Summary

What is the status of this guidance

This is statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act 2021. Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “**must**” when the person in question is legally required to do something and “**should**” when the advice set out should be followed unless there is good reason not to. The guidance **should** be read alongside:

- statutory guidance [Working Together to Safeguard Children](#);
- departmental advice [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#); and
- [departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)

Unless otherwise specified:

- ‘school’ means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools¹ and pupil referral units.
- ‘college’ means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, institutions designated as being within the further education sector² and providers of post 16 Education as set out

¹ The [Early Years Foundation Stage Framework](#) (EYFS) is mandatory for all early years’ providers. It applies to all schools, including maintained nursery schools that have early years provision. Maintained nursery schools, like the other schools listed under ‘About this guidance’, must have regard to Keeping children safe in education when carrying out duties to safeguard and promote the welfare of children (by virtue of section 175(2) of the Education Act 2002 – see

footnote 21 for further detail on this requirement).

² Under section 28 of the Further and Higher Education Act 1992 ('designated institutions').

in the Education and Training (Welfare of Children) Act 2021³: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. For colleges, the guidance relates to their responsibilities towards children who are receiving education or training at these institutions.

Who is this guidance for?

This statutory guidance should be read and followed by:

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust;
- management committees of pupil referral units (PRUs); and
- senior leadership teams.

Throughout the guidance, reference to “governing bodies and proprietors” includes management committees unless otherwise stated.

School and college staff

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of this guidance. Governing bodies and proprietors, working with their senior leadership teams and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of this guidance. This is entirely a matter for the school or college and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

Governing bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of this guidance.

³ [Education and Training \(Welfare of Children\) Act 2021](#)

What does this guidance replace?

This guidance replaces Keeping children safe in education 2020 updated January 2021.
A table of substantive changes is included at Annex G.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing the impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.

8. **All** staff should be prepared to identify children who may benefit from early help.⁴ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

9. **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in paragraphs 55-70. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁵

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);⁶
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁵ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

⁶ All schools are required to have a behaviour policy (full details are here). If a college or chooses to have a behaviour policy it should be provided to staff as described above.

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help⁷ process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁸

17. **All** staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

18. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

What school and college staff should look out for

Early help

19. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;

⁷ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#)⁸

More detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

20. **All** staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39) so that staff are able to identify cases of children who may be in need of help or protection.

21. If staff are unsure, they should **always** speak to the designated safeguarding lead, or deputy.

22. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

23. **All** staff should be aware that safeguarding incidents and/or behaviours can be

associated with factors outside the school or college and/or can occur between children

outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

24. **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

25. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Indicators of abuse and neglect

26. **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 adults or by another child or children.

27. **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.

28. **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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

29. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 can take place online, and technology can be used to facilitate offline 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 (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it, (see paragraph 49).

30. **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, 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.

Safeguarding issues

31. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos⁹ can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

32. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into

⁹ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

33. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

34. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

35. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Annex B.

Child Sexual Exploitation (CSE)

36. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

37. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

38. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

39. Further information about CSE including definitions and indicators is included in Annex B.

Female Genital Mutilation (FGM)

40. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹⁰ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex B for further details.

Mental Health

41. **All** staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

42. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

43. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

44. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

¹⁰ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to

England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

45. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Peer on peer abuse (child on child)

46. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

47. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

48. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

49. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,¹¹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,¹² such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

¹¹ For further information about sexual violence see Annex B.

¹² For further information about sexual harassment see Annex B.

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery);
- upskirting,¹⁴ which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

50. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

51. **All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see paragraphs 33-35).

52. **All** staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).¹⁵

¹³ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

¹⁴ For further information about 'upskirting' see Annex B.

¹⁵ For further information about county lines see Annex B

Additional information and support

53. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

54. **Annex B** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

55. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

56. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 23 for a flow chart setting out the process for staff when they have concerns about a child.

57. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

58. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- undertaking an early help assessment;¹⁶ or
- making a referral to statutory services,¹⁷ for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

¹⁶ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹⁷ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

59. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

60. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help

61. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

62. Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

63. Children's social care assessments should consider where children are being

harmed in contexts outside the home, so it is important that schools and colleges

provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

64. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

Children in need

65. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm:

66. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

What will the local authority do?

67. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process; and

- further specialist assessments are required to help the local authority to decide what further action to take.

68. The referrer should follow up if this information is not forthcoming.

69. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

70. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

71. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

72. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

73. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹⁸ Further information about serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](#). Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;

¹⁸An analysis of serious case reviews can be found at [gov.uk/government/publications/analysis-of-serious-case-](https://www.gov.uk/government/publications/analysis-of-serious-case-reviews)

[reviews-2014-to-2017.](#)

- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have safeguarding concerns about another staff member

74. Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs). Details of your local LADO should be easily accessible on your local authority's website.

Further details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

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

76. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

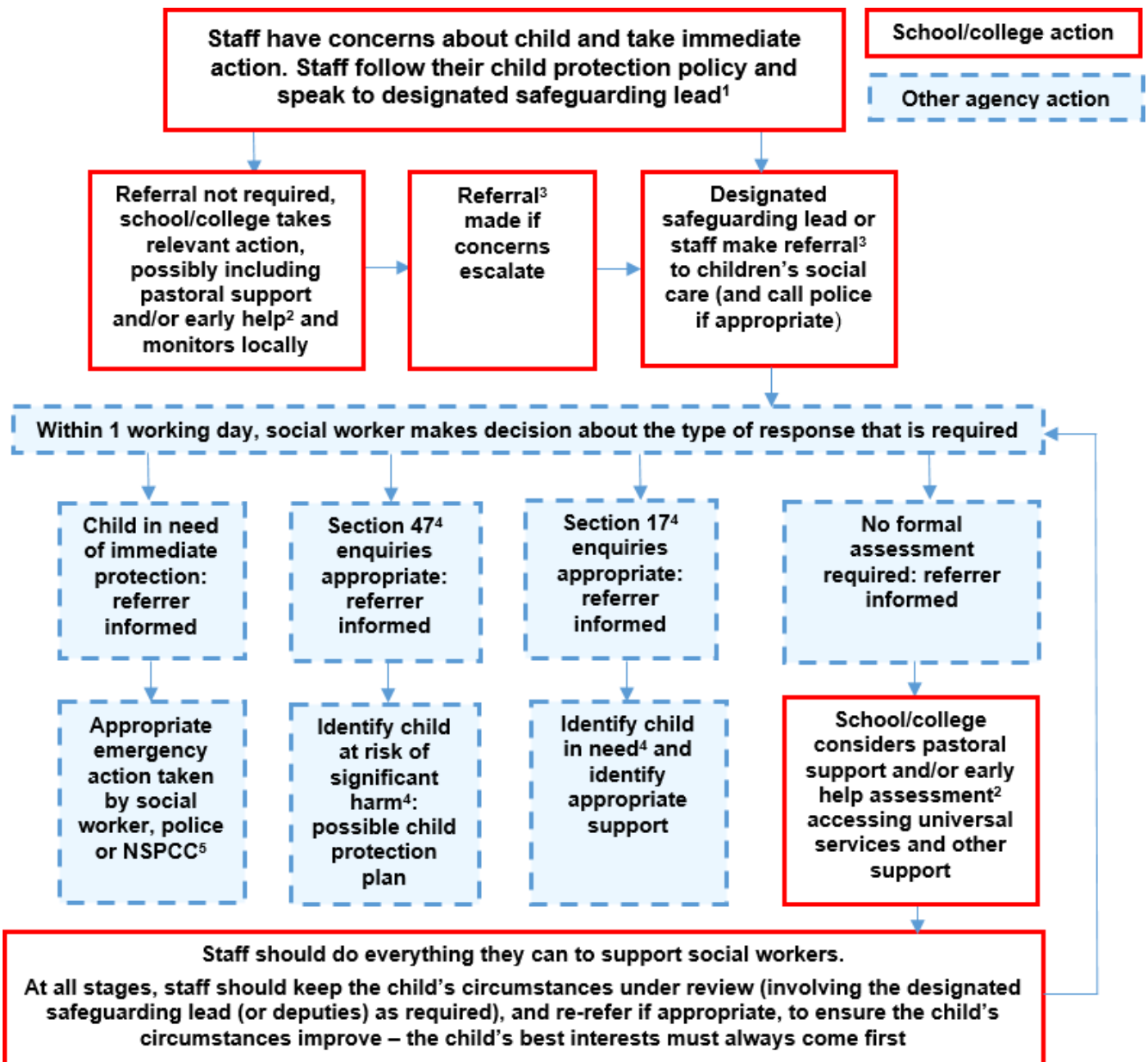
77. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹⁹

¹⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC),

Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Safeguarding Partners

A *Safeguarding Partner* in relation to a local authority area in England is defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:

- a. The Local Authority
 - b. A Clinical Commissioning Group for an area any part of which falls within the Local Authority area
 - c. The Chief Officer of Police for an area any part of which falls within the Local Authority area
-
- Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children.
 - Organisations and agencies challenge appropriately and hold one another to account effectively.
 - There is early identification and analysis of new safeguarding issues and emerging threats.
 - Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.
 - Information is shared effectively to facilitate more accurate and timely decision making for children and families.

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 introduce new elements to the data protection regime, superseding the Data Protection Act 1998. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information.

The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

To effectively share information:

- All practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal.
- Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'Safeguarding of children and individuals at risk' as a condition that allows practitioners to share information **without consent**.
- Information **can be shared legally without consent**, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well.

Seven Golden Rules of sharing information

- 1** Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 2** Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3** Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- 4** Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- 5** Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

- 6** Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- 7** Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Safeguarding Team

1 Strategic

The Designated Safeguarding Lead (DSL) with strategic responsibility for child and vulnerable adult protection issues:

Assistant Principal – Marie Fairhurst

2 Operational

The Designated Safeguarding Lead (DSL) with operational responsibility for Child and Vulnerable Adult Protection issues is the Head of Safeguarding and Wellbeing who is responsible for day to day co- coordination, action and liaison with other agencies:

Student Safeguarding and Wellbeing Manager –Jane Pearson

Deputy DSL and Safeguarding Co-ordinator – Anna Richards

There are also other members of the Senior Management Team (SMT) who are DSL trained and form, with the other DSL's, a College Counsellor and the Safeguarding Coordinator the College Safeguarding Team. These staff are referred to as Runshaw Safeguarding Leads (RSLs).

SAFEGUARDING REFERRAL FORM

This form should be used to report a safeguarding disclosure, incident or concern, where a student is at risk of suffering significant harm. Please email the completed form to safeguarding@runshaw.ac.uk or pass to the Safeguarding Team.


Safeguarding Incident, Concern or Disclosure Referral Form

Preferred Name(s) of Learner:	
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Student ID:	
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What is the nature of your concern

- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, Self-harm, bullying, radicalisation, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, other ...
- Any evidence of impairment of health or development?
- Any evidence of ill-treatment?
- Why are you reporting this concern now?
- Have you had any previous concerns about this learner? If so, what, when, action ?

Record the nature of your concerns, include as much detail as possible, use the exact words used by the student. Clearly distinguish between fact, observation, allegation and opinion.

Detail:

Detail any action already taken and by whom:

It is not advisable to try and complete this record whilst talking to the student but within 2 hours of disclosure. The important thing is to listen actively and carefully and reassure the learner.

Did the Student give consent to share this information ?	Yes	No
If not, did you explain that you would have to share this information with the College Safeguarding Team and why ?	Yes	No

Further Information / Comment (relevant to this referral):

Signed	
Name:	
Job Title:	
Time/Date:	


Contact Information

Lancashire's Children's Safeguarding Assurance Partnership (CSAP)

<http://panlancashirescb.proceduresonline.com/index.htm>

Child/young person/young people's Social Care Referrals

Local Authority	For Social Care Referrals 300 1236720
Lancashire	If you are concerned about the safety or welfare of a child please phone: Tel: 0300 1236720 Out of Hours: 0300 123 6722
Local Authority	Local Authority Designated Officer
Lancashire	Tel: 01772 536 694
Local Authority	For Social Care Referrals
Blackburn & Darwen	If you are concerned about the safety or welfare of a child please phone: Tel: 01254 666400 Out of Hours: 01254 587547
Local Authority	For Social Care Referrals
Blackpool	If you are concerned about the safety or welfare of a child please phone: Tel: 01253 477299 Out of Hours:
Local Authority	For Social Care Referrals 300
Bolton	If you are concerned about the safety or welfare of a child please phone: Tel: 01204 331500 9am - 5pm. Out of Hours: 01204 337777.
Local Authority	For Social Care Referrals 300
Sefton	If you are concerned about the safety or welfare of a child please phone: Tel: 0345 140 0845 between 8am and 6pm Out of Hours: 0151 934 3555 (from 5.30pm Mon to Thurs, and 4pm Friday and weekends)
Local Authority	For Social Care Referrals 300
St Helens	If you are concerned about the safety or welfare of a child please phone: Tel: 01744 676600 Out of Hours: 0345 0500 148
Local Authority	For Social Care Referrals 300
Wigan	If you are concerned about the safety or welfare of a child please phone: Tel: 01942 828 300 Out of Hours: After 8pm: 0161 834 2436
NSPCC	
NSPCC HELPLINE	Worried about a child? Contact our trained helpline counsellors 24 hours a day by email or our online reporting form. You can also call the Helpline Monday to Friday 8am – 10pm or 9am – 6pm at the weekends. help@nspcc.org.uk 0808 800 5000

<p>NHS Choices Home Page www.nhs.uk NHS Choices homepage, Your Health Your Choices</p>
<p>Samaritans www.samaritans.org A UK charity offering support to people who are suicidal or despairing, and are on hand 24 hours a day, every day of the year.</p>
<p>Childline Childline www.childline.org.uk Childline 0800 1111: get info and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.</p>
<p>Prevention of young suicide UK PAPYRUS www.papyrus-uk.org PAPYRUS is the national UK charity dedicated to the prevention of young suicide.</p>
<p>About Big White Wall www.bigwhitewall.com About Big White Wall. A safe online community of people who are anxious, down or not coping who support and help each other by sharing what's troubling them,</p>
<div style="display: flex; align-items: center;">  <div style="padding-left: 10px;"> <p>Home Mind, the mental health charity - help for mental ... www.mind.org.uk Extensive collection of information about mental health and related topics. Mind is a national UK charity with many regional branches.</p> </div> </div>
<p>Child & Adolescent Mental Health - YoungMinds www.youngminds.org.uk YoungMinds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.</p>
<p>Stop panic attacks with our free online course www.panic-attacks.co.uk Get help with panic attacks or panic disorder with our free online course. Panic attacks and panic disorder can be helped very quickly with the right approach</p>
<p>Grassroots Suicide Prevention www.prevent-suicide.org.uk Grassroots is a suicide prevention charity</p>
<p>Getselfhelp.co.uk CBT self-help and therapy resources www.getselfhelp.co.uk CBT Self Help & Therapy Resources ... This mobile-friendly version of the website has replaced the old site.</p>
<p>Students Against Depression A website offering advice, information, guidance and resources to those affected by low mood, depression and suicidal thinking. Alongside clinically-validated information and resources it presents the experiences, strategies and advice of students themselves – after all, who better to speak to their peers about how depression can be overcome? www.studentsagainstdepression.org</p>
<p>The Mix The Mix is the UK's leading support service for young people. We are here to help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs. Talk to us via online, social or our free, confidential helpline https://www.themix.org.uk/</p>

Student Guidelines for Online Learning

Our aim is to make sure you are happy, safe and successful. In order to achieve this aim, it is important that you work in partnership with us and meet our expectations. Our expectations during **online learning** are the same as when we are on campus. We expect you to:

- **Attend** all lessons on time.
- **Behave** appropriately at all times and adhere to the **Runshaw Respect** agenda.
- Meet all **deadlines** that are set as part of your Study Programme.
- Ensure that you are fully committed to, and engage with, all aspects of learning and college life.

The following guidelines will help you adhere to our **high expectations** during online learning:

1. Arrive on time and be prepared learn. Where possible create a quiet workspace free from distractions. During live lessons do not use other devices.
2. Position your computer / camera in an appropriate area, for example, not in bedrooms; and where possible against a neutral background (or use a background image/blurred background).
3. Only access videoconferences and online platforms using your college email address.
4. Set your video to off and audio to mute, only switch them on when instructed to do so.
5. Wear appropriate clothing during online lessons.
6. Follow the instructions of the staff member delivering the live lesson.
7. Be respectful to others during live lessons. Communicate positively and constructively at all times. Any recording of an online session should only be used for educational purposes. Recordings should not be edited or shared, as this may result in disciplinary action.
8. Only use the chat function when instructed to do so and “raise your hand” to ask questions.
9. Follow the same expectations around eating and drinking during “live” online lessons as you would on site.
10. If you experience any difficulties with online learning, please contact your teacher or Progress Mentor immediately.

For further information please refer to following Policies on Moodle

<https://elearn.runshaw.ac.uk/>:

- Student Disciplinary Policy
- Attendance Policy
- Student Harassment & Bullying Policy

Out of Hours Safeguarding Information

Safeguarding – out of hours message on referral system and safeguarding e-mail for students who self-refer:

“Thank you for your safeguarding referral. As you are aware college is closed at the moment but your referral has been logged and as soon as college is open again we will follow up this referral.”

If a student needs to talk to someone urgently they should:

TALK to someone **outside** of college this could be:

- Parent, Carer or Friend
- Lancashire & Cumbria 24-hour mental health crisis line 0800 953 0110.
- Samaritans – 116 123 (24-hour service) or email jo@samaritans.org (response time – 24 hours)
- Childline – 0800 1111
- Papyrus (prevention of young suicide) – phone 0800 068 4141 text 07786 209697

In an extreme emergency call 999 or go to the nearest A & E department or police station depending on the issue

Counselling – message on counselling appointment system and counselling email for students who self-refer:

“Thank you for your request for a counselling appointment. College is closed at present but your request has been logged and a member of the counselling team will contact you to arrange a on line appointment.”