

INTERNAL PROCEDURE

Title: **Safeguarding Procedure**

POLICY HOLDER: **Safeguarding Officers**

SMT OWNER: **Assistant Principal Student Services**

VERSION NO: **11 (2023)**

LAST REVIEWED: **September 2023**

Accessibility: If you would like this information in an alternative format, e.g. Easy to Read, large print, Braille or audio tape, or if you would like the procedure explained to you in your language, please contact the College's marketing team on 01603 773 169.

Further information: If you have any queries about this policy or procedure, please contact the named policy holder.



Amendments log

Review Date	Version	Changes	Originated by
July 2014	2	Annual update and including changes from Keeping Children Safe in Education April 2014	Helen Richardson-Hulme
August 2015	3	Annual update and including changes to 3.6 & 3.7 addition of definitions of abuse of adults from NSAB Multi- Agency Safeguarding Policy along with Section 5 - changes from OFSTED inspecting safeguarding in maintained schools and academies April 2015 7.4 file deletion dates added 5.7 Addition of Prevent Duty 3.6 Addition of FGM definitions and Appendix 3	Alex Wallace/Helen Richardson-Hulme
July 2016	4 (1617)	Annual update to reflect changes in Keeping Children Safe in Education 2016	Alex Wallace/Helen Richardson-Hulme
August 2017	5 (1718)	Annual Update	Alex Wallace/Helen Richardson-Hulme
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August 2019	7 (1920)	Annual update MASA arrangements Children's Advice and Duty Service	Helen Richardson-Hulme
June 2020	8.1	COVID-19 statement update to procedure Page 3	HRH
September 2020	8.2	Annual update no additions update with covid-19 statement and mental health	HRH
September 2021	9	Annual update to reflect changes in Keeping Children Safe in education 2021	Marie Pacey/Sam Warner
September 2022	10	Annual update to reflect changes in Keeping Children Safe in Education 2022	Jill Guy/ Marie Pacey/ Sam Warner
September 2023	11	Annual update to reflect changes in Keeping Children Safe in Education 2023	Marie Pacey/ Charlotte Hardiment/ Sam Warner

Legislation or regulation:	<ul style="list-style-type: none"> • The Prevent Duty Guidance: for further education institutions in England and Wales 2016 • Prevent Strategy June 2011 • Disqualification under the Childcare Act 2006 • What to do if you're worried a child is being abused: Advice for Practitioners, March 2015 • Working together to Safeguard Children 2018 • Keeping Children Safe in Education 2023 • Child sexual exploitation February 2017 • Multi-agency statutory guidance on female genital mutilation April 2016 • The Counter Terrorism and Security Act 2015 The Children Act 1989, 2004 • United convention of the rights of the child 1991 Data Protection Act 1998 • Sexual offences Act 2003 Protection of Freedoms Act 2012 • Inspecting safeguarding in early years, education and skills settings August 2019 • Guidance for safer working practice for those working with children and young people in education settings 2019
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1. Policy Statement

Everything we do at City College Norwich is to enhance our student's experience, therefore students and their safety are of paramount importance. We seek to provide a safe and supportive environment where the welfare and health and safety of students is valued, promoted and safeguarded so that students can learn and progress in a safe and secure environment.

We fully recognise the contribution we can make to protect children from harm and supporting and promoting the welfare of students who are registered at our college.

2. Policy Aims & Objectives

The purpose of the Safeguarding policy and procedure is to ensure that every young person who is registered at our college is safe and protected from harm, in line with the definition of safeguarding set out in Keeping Children Safe in Education 2023.

This means that we will always work to:

- Protect children and young people at our organisation from maltreatment
- Prevent impairment of our students **mental and physical** health or development
- Ensure that children and young people at our college grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable students at our college to have optimum life chances and enter adulthood successfully

The Safeguarding Policy aims to:

- Define organisational and individual roles and responsibilities for safeguarding
- Outline our legal responsibilities in relation to safeguarding
- Outline the process for managing safeguarding referrals

Ethos

Safe environment

We are committed to promoting a positive, supportive and secure environment where students can develop a sense of being valued. We will do this through the effective implementation of a series of procedures related to health, safety and well-being. The following procedures will support our commitment to providing a safe learning environment:

- Admissions, Review and Fitness to Study
- Alcohol and Drugs
- Anti-Bullying and Harassment
- Confidential Care Plan
- Staying Safe Online Guidance for Students
- Prevent strategy and action plan
- Student Absence
- Unwell Students
- Counselling
- Code of Conduct for Staff

In addition to these procedures we will outline expectations from our community of students, staff and parents and carers. If these expectations aren't met, we will take complaints seriously and respond to them in a positive way. Anyone can raise a complaint about any aspect of our services and have their complaint dealt with in a speedy, fair, thorough and confidential manner.

3. Definitions/ Safeguarding Issues

- 3.1 Child protection is concerned with protecting young people from identified risk, safeguarding extends to the prevention of harm and promotion of well-being of young people.
- 3.2 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's 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.
- 3.3 'Young people' refers to those who have not yet reached their 18th birthday. This procedure, however, also extends to vulnerable adults.
- 3.4 A vulnerable adult is defined by the Department of Health (2000) as:
'a person 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 unable to protect him or herself against significant harm or exploitation'.

3.5 Definitions of Abuse provided by Working Together 2018¹

Abuse is form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Physical abuse is 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.

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.

¹ See Appendix 2 for a full description of the Definitions of Abuse in Working Together 2018

It is important to recognise that Children, Young People and Vulnerable Adults are capable of abusing their peers. This is known as child on child abuse.

Peers are able to perpetrate all types of abuse of another individual, contained within this document with the exception of neglect and organisational abuse, however it is possible that peers may be collusive with neglect or organisational abuse. Additionally, this includes the misuse of sexting, including the distribution of indecent images.

Child on child abuse and Bullying will always be closely linked but should be differentiated by the degree of risk of significant harm. It is important that all concerns of abuse and bullying are reported and addressed appropriately and not tolerated or dismissed as “normal teenage behaviour”.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Upon concerns being reported to Safeguarding or to Course Leaders (as per anti-harassment and bullying policy), initial assessment will consider the risk of significant harm and whether there is a need to pass the concern to Safeguarding, if child on child abuse, or to Course Leader if bullying, for the most appropriate response. This policy along with the Colleges anti-harassment and bullying policy should be used to inform that initial decision-making process and formal responses. In order to ensure the safety of the alleged victim* along with all other students, options including but not limited to: suspension without prejudice during further investigation (either internal or by external agencies), should be considered.

* staff must note the importance of giving due consideration when using the term ‘victim’ and ‘perpetrator’ and whether these are appropriate terms to use in individual cases, especially when speaking in front of children and vulnerable adults.

From initial concerns being raised through to after the matter has been concluded, the alleged victim should be offered the most appropriate support available to ensure their ongoing safety and wellbeing. This could take the form of a referral to College Counsellors or Wellbeing team, or additional support from a Tutorial Supervisor for example. This may also include a referral to an external support agency.

Guidance on managing reports of child on child sexual violence and sexual harassment can be found in the following document:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Action following a report of sexual violence and/or sexual harassment

What to consider

College should consider:

- the wishes of the alleged victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the alleged victim, other young people or college staff
- contextual safeguarding issues

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. As always, all staff should act in the best interests of the young person. There should be emphasis that sexual violence and sexual harassment is not acceptable and will not be tolerated.

- 3.6 There are other types of abuse which always involve aspects of the five definitions of abuse from Working Together, however are wider themes. These are:

Female Genital Mutilation (FGM) is defined in Multi-agency statutory guidance on female genital mutilation April 2016 as:

“FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.”

For Full Definition and information on types of mutilation see Appendix 3

Honour Based Violence is defined by the NSPCC as “Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.”

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Safeguarding Officer. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

Forced Marriage (FM) is defined in ‘The Right to Choose: Multi-agency statutory guidance for dealing with Forced Marriage June 2014 as:

“a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can be physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced.”

Forced marriage is therefore very different to an arranged marriage. Further risks around forced marriage may involve the victim being forced or tricked

to travel overseas in order to marry however this does not occur in all cases. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Child Sexual Exploitation (CSE) is a form of sexual abuse which is defined above from '*Working together to safeguard Children 2018*'. 'Child sexual exploitation: Definition and a guide for practitioners2017' further defines Child Sexual Exploitation as:

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

Radicalisation is defined as:

"The process by which a person comes to support terrorism and forms of extremism leading to terrorism."

This can involve right-wing extremism such as Neo-Nazism, left-wing extremism such as animal rights, as well as extreme Islamism.

Child Criminal Exploitation: County Lines is defined in Keeping Children Safe in Education 2023 as:

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability,

physical strength, status, and access to economic or other resources.

Further information can be found via:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

New toolkit added to KCSiE 2022: County Lines Toolkit For Professionals | The Children's Society (childrenssociety.org.uk)
<https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

Homelessness is recognised in Keeping Children Safe in Education 2023 as a safeguarding issue;

“Being homeless or being at risk of becoming homeless presents a real risk to a young person’s welfare. The safeguarding officer should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of being. It should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the Safeguarding Officer should ensure appropriate referrals are made based on the child’s circumstances.”

Children missing from education is also recognised in Keeping Children Safe in Education 2023 as a safeguarding issue;

“All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college’s unauthorised absence and children missing from education procedures.”

3.7 Definitions for abuse of adults as provided by Norfolk Safeguarding Adults Board:

The main forms of abuse and neglect are generally classified under the following ten headings.

Physical abuse

The non-accidental infliction of physical force that results (or could result) in bodily injury, pain or impairment.

Domestic Abuse/Violence

Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member, regardless of gender or sexuality. Domestic abuse is not just about partners, but all family relationships including forced marriage.

This abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse and this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Sexual abuse

Direct or indirect involvement in sexual activity without consent. This could also be the inability to consent, pressure or inducement to consent or take part.

Psychological (emotional) abuse

Acts or behaviour which impinge on the emotional health of, or which causes distress or anguish to individuals. This may also be present in other forms of abuse.

Financial or material abuse

Unauthorised, fraudulent obtaining and improper use of funds, property or any resources of an adult at risk from abuse.

Modern slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Discriminatory abuse

Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies mainstream opportunities to some groups or individuals.

Organisational (Institutional) abuse

Institutional abuse occurs where the culture of the organisation (such as a care home) places emphasis on the running of the establishment and the needs of the staff above the needs and care of the adult, including neglect and poor care practice within an institution or specific care setting, such as a hospital or care home, for example, or in relation to care provided in one's own home from domiciliary services.

Neglect and acts of omission

Ignoring or withholding physical or medical care needs which result in a situation or environment detrimental to individual(s). Ill-treatment and willful neglect of a person who lacks capacity are now criminal offences under the Mental Capacity Act.

Self-neglect

Self-neglect is characterised as the behaviour of a person that threatens their own health or safety. Self-neglect generally manifests itself as a refusal or failure to provide himself/herself with adequate food, water, clothing, shelter, personal hygiene, medication (when indicated), and safety precautions.

The definition of self-neglect excludes a situation in which a mentally competent

adult, who understands the consequences of their decisions, makes a conscious and voluntary decision to engage in acts that threaten their health or safety as a matter of personal choice

See Appendix 5 for a full description of the Definitions of Abuse in Norfolk Multi-Agency Safeguarding Adults Policy July 2015.

4. Scope

This Policy applies to all employees and volunteers permanent or temporary of the College and includes any agency, or visiting professionals employed to provide services on their behalf.

- The *Teacher Standards 2012*² state that teachers, including Principals / Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All staff have a responsibility to provide a safe environment in which young people and vulnerable adults can learn.
- All staff have a responsibility to identify young people and vulnerable adults who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual young people or vulnerable adults.

5. Legal requirements

- 5.1 Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.³ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.⁴
- 5.2 Section 175 of the Education Act requires further education colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- 5.3 Everyone who comes into contact with children and their families has a role to play in safeguarding children. College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Institutions and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*.⁵ Institutions should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- 5.4 The College has a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with

other services such as children's social care.

In a briefing note to inspectors in 2013, Ofsted adopts the definition of safeguarding used in the Children Act 2004, and in the government's guidance document *Working Together to Safeguard Children 2018*.

This can be summarised as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring the children are growing up in circumstances consistent with the provision of safe and effective care

² The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (early career teachers [ECTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

³Such action might be taken under section 47 and section 44 of the Children Act 1989.

⁴Such action might be taken under section 17 of the Children Act 1989.

⁵Department for Education guidance: [Working Together to Safeguard Children 2018](#)

Safeguarding is not just about protecting children learners and vulnerable adults from deliberate harm neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional wellbeing
- online safety and associated issues
- appropriate arrangements to ensure children's and learner's security, taking into account the local context.

Safeguarding action may be needed to protect children and learners from:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability, and homophobic, biphobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Radicalisation and extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting

- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic violence
- Female Genital mutilation
- Forced marriage
- Poor parenting, particularly in relation to babies and young children
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Source: Inspecting safeguarding in early years, education and skills settings August 2015

- a. In developing this procedure, the College has consulted with the Norfolk Safeguarding Children Partnership, Barnados and taken into account guidance from the Association of Colleges, Safecic and the Disclosure and Barring Service (DBS).
- b. This procedure has been checked against the current guidance applicable to institutions which is:
 - i. Keeping Children Safe in Education 2023
 - ii. Working Together to Safeguard Children 2015, 2018
 - iii. Safer Practice, Safer Learning: A whole organisation approach to safeguarding vulnerable adults for the learning and skills sector (NIACE/DIUS 2007)
 - iv. Guidance for Safer Working Practice for Adults who Work with Children and Young People in education setting 2019

- 5.5 Under Section 26 of the Counter-Terrorism and Security Act 2015, City College has a duty in the exercise of its functions to have:

“Due regard to the need to prevent people from being drawn into terrorism.”

This is known as the Prevent Duty. Exploiting a student’s vulnerability to being radicalised is another form of abuse. Therefore a staff member’s response should be that of responding to a safeguarding matter using the processes detailed within this document. It is important that Staff members report any concern about an individual and do not take a ‘wait and see’ attitude, so the Safeguarding Team can build up a picture of the student’s vulnerability and act if necessary.

6. Role and Responsibilities

- 6.1 It is the responsibility of every member of staff, volunteer and regular visitor to our college to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all our students.

The Governing Body

- 6.2 The Governing Body will receive from the designated senior members of staff with lead responsibility for child protection an annual report which reviews how the duties have been discharged.
- 6.3 The Designated Governor or Principal and all staff working with students will receive training adequate to familiarise them with child protection issues and responsibilities and the institutions procedures and policies, with refresher training at least every 3 years.
- 6.4 The Governing body ensures that;
- The institution appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
 - The DSL role is explicit in the role holder's job description including online safety and understanding the filtering and monitoring systems and processes in place in line with newly published filtering and monitoring standards.
 - The institution has procedures for dealing with allegations of abuse made against staff including allegation made against the Principal and allegations against other children
 - The institution follows safer recruitment procedures that include statutory checks on staff suitability to work with children
 - The institution develops a training strategy that ensures all staff receive information about the college's safeguarding arrangements on induction and appropriate child protection training including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring which is regularly updated in line with any requirements from the Multi Agency Safeguarding Arrangements (MASA) and the Norfolk Safeguarding Children's Partnership.
 - The DSL receives refresher training every two years

Designated Governor

- 6.5 The Designated Governor is responsible for liaising with the Principal and senior staff member with lead responsibility over matters regarding child protection and safeguarding, including:
- Ensuring that the organisation has procedures and policies which are consistent with Norfolk Safeguarding Children Partnership procedures
 - Ensuring that the Governing Body considers the institutions procedure on safeguarding each year
 - Ensuring that each year the Governing Body is informed of how the organisation and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken
- 6.6 Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 6.7 The Designated Governor is responsible for overseeing the liaison between agencies such as the police and the local authority in connection with allegations against the Principal or the senior staff members with lead responsibility. This

will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries. To assist in these duties, the Designated Governor shall receive appropriate training.

Principal

- 6.8 The Principal is responsible for:
- Identifying a member of the senior leadership team to be the Designated Senior Lead for safeguarding (DSL)
 - Identifying an alternate member of staff to act as the Designated Senior Lead for safeguarding (DSL) in their absence
 - Ensuring that policies and procedures adopted by the governing body are fully implemented and followed by all staff
 - Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
 - Liaising with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff
 - Ensuring that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service
 - Ensuring that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online

Senior staff members with lead responsibility for safeguarding

- 6.9 The designated senior members of staff with lead responsibility for safeguarding have a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of young people, and the promotion of a safe environment for the young people learning within the organisation. They have received training in child protection issues and interagency working and will receive refresher training at least every 2 years. The designated senior members of staff keep up to date with developments in child protection issues.

- 6.10 The designated senior members of staff are responsible for:
- Overseeing the referral of cases of suspected abuse or allegations to Children's Services, Adult Services, the Police or the relevant secondary school child protection officer following guidelines from the Children's Advice and Duty Service (CADS). Providing advice to the Principal on issues relating to child protection and safeguarding
 - Ensuring that parents and carers of young people within the institutions are aware of the organisation's safeguarding procedure
 - Liaising with Norfolk County Council, Norfolk Safeguarding Children Partnership and other appropriate agencies
 - Liaising with employers and training organisations that receive children or young people from the institutions on long term placements to ensure that appropriate safeguards are put in place
 - Link with the College lead for Looked after Children and Care Leavers / Virtual School Head on matters concerning their wellbeing and safeguarding
 - Ensuring that staff receive basic training in child protection issues and are

aware of the organization's safeguarding procedures.

- 6.11 The designated senior members of staff will provide an annual report to the Governing Body setting out how the organisation has discharged its duties. They are responsible for reporting deficiencies in procedure or policy to the Governing Body at the earliest opportunity.

Safeguarding Officers

- Report to the senior member of staff with lead responsibility
- Ensure that the College's policies, systems and procedures for protecting children and vulnerable adults and for safe recruitment of staff are robust and conform to current legislation
- Raise awareness within the College of issues relating to the welfare of children, young people and vulnerable adults and promote a safe environment for learning within the College
- Refer cases of suspected abuse or allegations to the relevant investigating agency
- Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
- Liaising with secondary and feeder schools to ensure that appropriate arrangements are made for the students
- Provide advice, guidance and support to teaching and support staff on issues relating to child protection and safeguarding
- Deal with individual cases, including attending case conferences and review meetings as appropriate
- Receive training in child protection issues and inter-agency working, and will receive refresher training at least every 2 years
- Deliver staff training in child protection and safeguarding issues at induction and as part of the staff development mandatory programme

7. Records, Confidentiality and Information Sharing

- 7.1 Any information recorded will be kept in a separate named file or secure on-line system, or in a secure cabinet and not with the student's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within institutions on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 7.2 Child protection information will only be kept in the file and this file will be kept up to date. Record of contact with professionals and concerns that are raised while the student is at College and reports will be stored here.
- 7.3 When a student under the age of 18 or vulnerable adult leaves our College and enrolls with a new educational institution, the DSL will ensure that the child protection file is forwarded to the receiving institution in an appropriately agreed manner, upon receipt of a formal request from the new institution.
- 7.4 Safeguarding files will be reviewed for deletion and / or destruction seven years after the most recent safeguarding file for that Student has been closed.
- 7.5 Guidance states that where reasonably possible, we should have more than one emergency contact number for our students. The College

adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Partnership.

Referrals

7.6 The College will adhere to child protection procedures that have been drawn up in conjunction with Norfolk Children's Safeguarding Partnership. Referrals will be made as appropriate to the Constabulary, Children's Services, Adult Services or secondary school Child Protection officers following guidelines from CADS.

Inter-agency working

7.7 Our College will maintain good links with statutory bodies and external agencies. We will attend Multi Agency Public Protection Arrangements (MAPPA) panels, Channel panels when it is appropriate to do so and case conferences and work closely with Norfolk Constabulary's Vulnerable Person's Unit. The College will play a full part in multi-agency support packages and child protection plans. We will work with local agencies including Children's Services, Norfolk Probation Service, Mental Health and Youth Offending teams locally. We will work with any other organisation on a local level that is supporting young and vulnerable people in the community.

Admissions and Review

7.8 We will operate a robust Admissions and Review process designed to ensure that students with criminal convictions or serious mental health issues can enrol on a course that is right for them, without there being a risk to the safety of other students or staff. The institutions will maintain good working relationships with the Norfolk Youth Offending Team, the Norfolk Probation Service and partners within the local Norfolk and Suffolk NHS Foundation Trust to ensure that Admissions and Review panels are always attended by professionals who can advocate and advise on behalf of their clients.

8. Procedure

Staff at the College will be guided by the following process if a student tells them about possible abuse:

- Listen carefully and stay calm
- Do not interview the student, but question normally and without pressure, in order to be sure that you understand what the student is telling you
- Do not put words into the student's mouth
- Reassure the student that by telling you, they have done the right thing
- Inform the student that you must pass the information on, but that only those that need to know about it will be told. Inform them of whom you will report the matter to
- Note the main points carefully
- Make a detailed note of the date, time, place, what the student said, did and your questions etc.

- Do not investigate concerns or allegations yourself, but report them immediately to the Safeguarding Officer
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may

Staff at the College will report any safeguarding concerns they may have about a student to the Safeguarding Officer for advice and guidance using the colleges Safeguarding reporting procedure.

Where a member of staff is reporting a concern or disclosure about FGM (female genital mutilation) of a young person under the age 18, the member of staff must personally report to the police, and our safeguarding team will support that member of staff to make the report. This is in line with new guidance on mandatory reporting outlined in Keeping Children Safe in Education 2023.

For all referrals to safeguarding, staff will need to complete the Staff Incident Report Form by clicking on the red Report Safeguarding button on the College Home Page. This online form will go directly to the on-duty Safeguarding Officer who will respond as soon as possible.

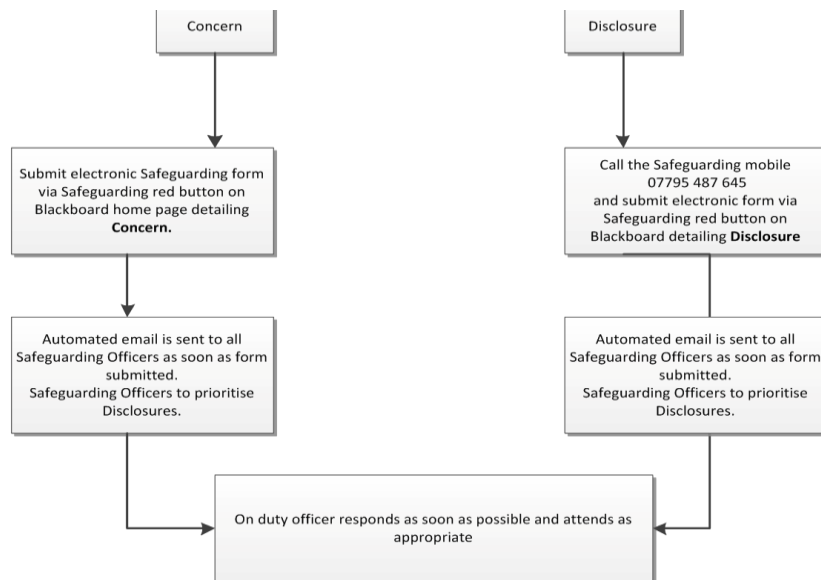
For matters which need immediate consultation with a Safeguarding Officer the Safeguarding mobile (07795 487 645 for Ipswich Road and Paston or 07772 785 346 for Easton) should be called.

Contextual Safeguarding

At the College we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the college environment and/or can occur between young people outside of the college. This is known as contextual safeguarding. It is key that all college staff are aware of the definition of contextual safeguarding and when reporting concerns, they include as much information and background detail as possible, so the DSL can make a referral with a holistic view of the child or vulnerable adult. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Staff should know and understand the Safeguarding procedure below:

Reporting a Concern or Disclosure and using the Red Button



- The Safeguarding Officer should be the first point of contact for concerns and queries regarding any safeguarding concern about a student in the organisation. If the DSL is not available, the alternate DSL should be contacted regarding any concerns.
- It is **NOT** the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children’s Services following guidelines from CADS as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- All referrals to the CADS team will be made in line with Norfolk Children’s Services procedures as outlined in Appendix 1. Anybody can make a referral. However, it is College policy that referrals are made by the Safeguarding team. It is imperative and College procedure that all safeguarding concerns and disclosures are reported immediately to the Safeguarding team so that we can ensure that a single central record is maintained and that we share the right information when it is needed and the student receives the joined-up support they need.
- Confidentiality must be maintained and information relating to the individual and their family shared with staff on a strictly need to know basis.

9. Organisational Responsibilities

Safe Environment

Health and Safety

- The College will ensure a safe learning environment and the promotion of safe working practices. Through the College's comprehensive Health, Safety and Welfare policy, safe working practices are promoted across the College, work environments are equipped with work equipment that has been provided from reputable sources and is well maintained and working environments are all assessed by staff, supported by competent health and safety advice from a dedicated health and safety department. This includes the assessment of any field trips or extra curricula activities.
- Where students' courses involve an element of work experience, the workplace provided for this experience will be assessed by a member of the Health and Safety team to ensure it as a minimum, meets the requirements of the ESF recommendations. The workplace assessors are all competent to undertake these assessments and all hold a NEBOSH General Certificate in Health and Safety. The College will brief employers on safeguarding before work placements take place.
- Work based assessors support students on work placement and follow the same college safeguarding referral process if they have a concern or receive a disclosure from a young person.
- The College recognises that students with learning difficulties and disabilities and vulnerable students are more at risk. Where appropriate, we will ensure that these students have individual risk assessments which are completed with student involvement.

Curriculum

- Throughout our curriculum we will provide activities and opportunities for students to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our students to develop essential life skills. The College will endeavor to support all students through:
 - Ensuring the content of the curriculum includes social and emotional aspects of learning.
 - Ensuring that child protection is included in the curriculum to help students recognise when they don't feel safe and to identify who they should tell.
 - Providing additional safeguarding advice before a student goes on a work placement.
 - Promoting online safety measures and online safety procedures including relevant issues associated with online safety through tutorials, for example.
 - Delivering tutorial and enrichment activities which support the the Flourish themes.
 - Outlining students' duties and responsibilities in creating a safe learning environment.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

10. Safer Recruitment

Recruitment

- The College already has processes in place to check the suitability of staff and students working directly with students. The College is committed to ensuring that all such staff have undertaken the relevant pre-employment checks and where appropriate undertaken Disclosure Barring Service (DBS) and barred list Checks. Shortlisted candidates are informed that online searches will be carried out as part of the Safer Recruitment Process.
- The College will additionally ensure that all student helpers, mentors, etc. who are in regular or significant occasional contact with under-18s or vulnerable adults must have had a satisfactory DBS and barred list check undertaken by the institutions before allowing them to work with children or vulnerable adults. A 'satisfactory' check is defined as having no criminal convictions (including cautions, reprimands and final warnings) relevant to the post.
- The College will ensure that they meet legislative requirements or any other statutory requirements, including those set out in the Disclosure Barring Service. All staff or student helpers employed to look after students must report any subsequent criminal convictions to the Principal/CEO or Deputy CEO who will decide on the appropriate course of action. Failure to do so will result in disciplinary action being taken.
- Where the College is operating in partnership, e.g. offsite and "partner" employees come into contact with our students the College will seek assurance that their employees will have been through the same pre-employment checks expected of the College staff.
- In respect of "contractors" who are on the premises to undertake emergency repairs the area will be cordoned off to ensure that no student access can be gained. For contractors who will be on site for a more prolonged time or frequently, and it is known to the institutions in advance the College will require that they undertake all appropriate checks prior to being allowed on site and follow the procedure for Contractors set out in the DBS Policy and Procedure. This may include requiring that the employer confirms that a DBS and barred list check has been undertaken.

11. Working with Parents and Carers

- The College is committed to working in partnership with parents/carers to safeguard and promote the welfare of students and to support them to understand our statutory responsibilities in this area. We collect parents' contact details at enrolment and multiple contacts for parents and carers where it is possible to do so.

- The College has produced a Safeguarding information booklet for parents, carers and corporate parents which is available to download on our website and available at reception points around College.
- When new students join our College, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is referenced on the website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services following guidelines from CADS. We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- We will seek to share with parents/carers any concerns we may have about their child **unless** to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding concerns the institution has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- For information about how the College works with Children's Services in Child Protection Conferences see Appendix 4.

12. Safeguarding Children with Special Educational Needs and Disability

- We need to recognise the additional risks that children with SEND face including those online, such as, online bullying, grooming and radicalisation. Staff also need to be vigilant and if there are concerns regarding a student with SEND these should be reported, rather than assumed as part of their condition such as personal care not being undertaken at home or equipment being broken which could impair their healthy development in and out of college.
- Safeguarding Officers receive additional training with regards to supporting students with SEND, which is available through the Safeguarding Children Partnership.
- Practice guidance on safeguarding disabled children can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

13. Managing Allegations and Low Level Concerns Against Staff and Volunteers

- Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the students in the College. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

- Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- We will take all possible steps to safeguard our students and to ensure that the adults in our College are safe to work with children. We will always ensure that the **Norfolk Safeguarding Children Partnership Protocol 8.3: Allegations Against Persons who Work with Children** and the relevant Department for Education guidance is adhered to and will seek appropriate advice from the **Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473.**
- If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal/CEO immediately. If the Principal/CEO is not available then the information must be passed to the Deputy CEO immediately. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. In the event that the Chair of Governors is not contactable on that day, the information must be passed to and dealt with by the Vice Chair of Governors.
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact the LADO directly on 01603 223473.
- The College has a comprehensive Whistleblowing Procedure which College staff should use to report their concerns (including those relating to organisations or individuals using college premises). This can be found via the College SharePoint and by searching for “whistleblowing” in the search bar in the centre of the page. Alternatively, it is listed in the Human Resources section. If a staff member feels unable to raise concerns regarding safeguarding failures internally they are able to contact the NSPCC

Whistleblowing helpline on 0800 028 0285 available 08:00am to 08:00pm Monday to Friday.

14. Training

Code of conduct

The College has implemented a clear code of conduct that staff understand and can follow. The code of practice offers guidance to staff on the way they should behave when working with young people and vulnerable adults.

Staff training

All staff working with children, young adults and vulnerable adults will receive training adequate to familiarise themselves with child protection issues and the professional responsibilities, roles and duties to follow which are outlined within the institution's procedures. All staff receive information about safeguarding and a copy of our staff code of conduct at induction. Appropriate safeguarding training takes place at least annually through monthly updates on key themes and priorities and through staff

meetings and training days. Formal accredited update training will be required within a three-year period, or earlier as need is identified and judged appropriate. See Appendix 7 for this year's training plan.

DSL training

DSL's will receive refresher training every two years or more frequently if it is appropriate e.g. to keep in line with new guidance and NSCP procedures.

New staff and Governor training

New staff and Governors will receive an explanation during their induction which includes the College's safeguarding policy, reporting and recording arrangements, the staff code of conduct and details of the DSL.

Visitors

Visitors will be given the institution's safeguarding leaflet as part of their visitor's pack.

15. References to related policies

- Disclosure and Barring Service (DBS) Policy and Procedure
- Admissions Policy
- Whistleblowing Policy
- Admissions and Review
- Alcohol and Drugs
- Bullying and Harassment
- Confidential Care Plan
- Disruptive Behaviour in the Classroom
- Staying Safe Online Guidance for Students
- Healthy Eating
- Student Absence
- Unwell Students
- Prevent Strategy Action Plan

16. Feedback and Updating the Safeguarding Procedure

Feedback about this procedure should be given to the Policy holder named at the front of this document.

This procedure was last updated in 2023 and will be reviewed again in September 2024 or earlier if new legislation or guidance is published that affects the College and its safeguarding responsibilities.

17. Appendix 1 – Norfolk Safeguarding Children’s Partnership referral procedure

The website for the Norfolk safeguarding Children Partnership is <https://www.norfolkscb.org/>

Children’s Advice and Duty Service REFERRALS

Where there is a concern for a child or young person

How to Raise a Concern

If you are a professional, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public, you can contact the Children’s Advice and Duty Service on their direct line: **0344 800 8021**.

If you are a member of the public, you can do this through Norfolk County Council’s Customer Services on **0344 800 8020**.

For any call raising concerns about a child, the Children’s Advice and Duty Service will ask for:

- All of the details known to you/your agency about the child;
- Their family composition including siblings, and where possible extended family members and anyone important in the child’s life;
- The nature of the concern and how immediate it is;
- Any and what kind of work/support you have provided to the child or family to date.

They will also need to know where the child is now and whether you have informed parents/carers of your concern.

Notice to Callers:

- Preparing for the conversation: please see the tools developed by the Children’s Advice and Duty Service to support communication. This includes, FAQs and a flow chart. Please remember to record your concerns for your internal audit trail.
- Consent: Please can you ensure you seek consent for the referrals unless the concerns being raised suggest that the child/children or someone else (including the referrer) would be placed at risk of significant harm, or it might undermine a criminal investigation if the parents/carers are informed. Reasons for not seeking consent should be clearly stated when speaking with Children’s Advice and Duty Service and recorded on internal systems for your records.

18. Appendix 2 - Definitions of Abuse provided by Working Together 2020

Abuse is 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.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to 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, though it may occur alone.

Physical abuse is 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.

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.

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

19. Appendix 3 - Full Definition of Female Genital Mutilation taken from Multi-Agency Practice Guidelines: Female Genital Mutilation

19.1 Definition

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

19.2 Types of FGM

FGM has been classified by the World Health Organization (WHO) into four types:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

Type 4 – Other: all other harmful procedures to the female genitalia for non- medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

The extent to which the WHO classifications of FGM come within the ambit of the criminal law is discussed at Section 3.1.4. (of the multi-agency guidance document)

20. Appendix 4 - Child Protection Conferences

- 20.1 Children's Services will convene a child protection conference once a child protection enquiry under section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a child protection plan in order to monitor the safety of the child and the required reduction in risk.
- 20.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the institution in respect of individual children. Usually the person representing the institution at these meetings will be the Principal or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible.
- 20.3 All reports for child protection conference will be prepared in advance using the 'guidance and education report template' provided by Children's Services. The information contained in the report will be shared with parents/carers before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at College. In order to complete such reports, all relevant information will be sought from staff working with the child in the College.
- 20.4 Clearly child protection conferences can be upsetting for parents/carers. We recognise that we are likely to have more contact with parents/carers than other professionals involved. We will work in an open and honest way with any parents/carers whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents and carers.
- 20.5 CCN staff must inform a Safeguarding Officer if they are requested to attend a Child Protection Conference under Section 47 (Children Act 1989) so that an up to date central record can be maintained. Usually only Safeguarding Officers or a DSL would attend a Child Protection Conference on behalf of the College.

Child in Need meetings

- 20.6 CCN staff must inform a Safeguarding Officer if they are requested to attend a Child in Need meeting under Section 17 (Children Act 1989) so that an up to date central record can be maintained. Staff can attend Child in Need meetings on behalf of the College but they must feed back to the Safeguarding Officer.

21. Appendix 5 – Definitions of abuse of Adults provided by Norfolk Safeguarding Adults Partnership, Norfolk Multi-Agency Safeguarding Policy.

21.1 Forms of Abuse and Neglect

Abuse and neglect can take many forms. It may be an isolated incident, a series of incidents or a long-term pattern of behaviour. Abuse and neglect could:

- Affect one person or many more
- Be deliberate or the result of negligence or ignorance
- Exploitation, in particular, is a common theme in abuse and neglect. The degree or lack of intent will inform the response.
- Abuse and neglect can happen anywhere including:
 - In a person's own home and/or other people's homes
 - In public places or in the community
 - At work
 - Schools and colleges of further education
 - In hospitals, surgeries or other health centres
 - Care homes
 - Day centres.

21.2 Patterns of abuse

Patterns of abuse and neglect vary and include:

- Serial abusing in which the perpetrator seeks out and 'grooms' individuals by obtaining their trust over time before the abuse begins – sexual abuse commonly falls into this pattern as do some forms of financial abuse and radicalisation;
- Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse; or
- Opportunistic abuse, such as theft occurring because money or jewellery has been left lying around.
- Situational abuse which arises because pressures have built up and/or because of difficult or challenging behaviour neglecting a person's needs because the carer has difficulties. These could be debt, alcohol or mental health related or the specific demands resulting from caring for a vulnerable person

21.3 Categories and types of Abuse

The main forms of abuse and neglect are generally classified under the following ten headings. This should not be considered a definitive list, but an illustrative guide as to the sort of behaviour which could give rise to a safeguarding concern:

21.4 Physical abuse

The non-accidental infliction of physical force that results (or could result) in bodily injury, pain or impairment.

21.5 Domestic Abuse/Violence

Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member, regardless of gender or sexuality. Domestic abuse is not just about partners, but all family relationships including forced marriage.

This abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse and this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

21.6 Sexual abuse

Direct or indirect involvement in sexual activity without consent. This could also be the inability to consent, pressure or inducement to consent or take part.

21.7 Psychological (emotional) abuse

Acts or behaviour which impinge on the emotional health of, or which causes distress or anguish to individuals. This may also be present in other forms of abuse.

21.8 Financial or material abuse

Unauthorised, fraudulent obtaining and improper use of funds, property or any resources of an adult at risk from abuse.

Norfolk Multi-Agency Safeguarding Adults Policy (2015)

21.9 Modern slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

21.10 Discriminatory abuse

Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies mainstream opportunities to some groups or individuals.

21.11 Organisational (Institutional) abuse

Institutional abuse occurs where the culture of the organisation (such as a care home) places emphasis on the running of the establishment and the needs of the staff above the needs and care of the adult, including neglect and poor care practice within an institution or specific care setting, such as a hospital or care home, for example, or in relation to care provided in one's own home from domiciliary services. This may range from one off incidents to on-going ill-

treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

21.12 Neglect and acts of omission

Ignoring or withholding physical or medical care needs which result in a situation or environment detrimental to individual(s). Ill-treatment and willful neglect of a person who lacks capacity are now criminal offences under the Mental Capacity Act.

21.13 Self-neglect

Self-neglect is unlikely to be a safeguarding issue, however agencies must assess concerns raised under their statutory duties; having consideration for an individual's right to choose their lifestyle, balanced with their mental health or capacity to understand the consequences of their actions.

This refers to a person for whom there is a concern about their mental competence for the situation in which they find themselves.

Once identified as a situation that cannot be managed through regular case management, high risk or self-neglect situations could be managed by using elements of the safeguarding process, ie professional meetings.

Self-neglect is characterised as the behaviour of a person that threatens their own health or safety. Self-neglect generally manifests itself as a refusal or failure to provide themselves with adequate food, water, clothing, shelter, personal hygiene, medication (when indicated), and safety precautions.

The definition of self-neglect excludes a situation in which a mentally competent adult, who understands the consequences of their decisions, makes a conscious and voluntary decision to engage in acts that threaten their health or safety as a matter of personal choice

Signs and symptoms for these categories of abuse are included in Appendix 6. (of the original document)

Further to the above, in considering what may constitute abuse or neglect, signatories to this policy are explicitly advised not to limit their view of what constitutes abuse or neglect to those types or the different circumstances in which they can take place, as abuse and neglect can take many forms and the circumstances of the individual case should carefully considered (14.17 Care Act Guidance).

Filtering and monitoring standards for schools and colleges

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

Standard	How to meet the standard	CCN response
You should identify and assign roles and responsibilities to manage	Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.	IT Infrastructure team manage the day-to-day running of the web filtering solution. Roles and responsibilities are assigned by the IT

<p>your filtering and monitoring system</p>	<p>To do this, they (Governing bodies) should identify and assign: a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met the roles and responsibilities of staff and third parties, for example, external service providers.</p>	<p>Director, with the IT Infrastructure Services Manager taking technical lead on any request for change.</p> <p>Data Access Request (DAR) forms are used in the event of needing to investigate a user's web history. No disclosures to third-parties are conducted without the completion of a DAR. Authorisation of either the IT Director (or senior leadership team member) and Infrastructure Services Manager is required. No unmonitored external access is available to any service provider.</p>
<p>You should review your filtering and monitoring provision at least annually</p>	<p>Governing bodies and proprietors have overall strategic responsibility for meeting this standard. They should make sure that filtering and monitoring provision is reviewed, which can be part of a wider online safety review, at least annually.</p> <p>The review should be conducted by members of the senior leadership team, the designated safeguarding lead (DSL), and the IT service provider and involve the responsible governor. The results of the online safety review should be recorded for reference and made available to those entitled to inspect that information.</p>	<p>Currently the IT Infrastructure Services Manager reviews the filtering solution annually by undertaking a review of the technical requirements and how this relates to the existing solution. This is discussed with the IT Director during regular review meetings and if any changes are needed, authorisation sought through the senior leadership team.</p> <p>Current solution is up for full technical review this financial year, 23/24 (following the end of a long-term agreement), whilst the filtering aspect of the product is reasonable, the firewall aspect of the product is lacking features and falling behind alternative providers solutions, it should be noted this is more a concern for cyber</p>

		security rather than safeguarding.
Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning	<p>Governing bodies and proprietors need to support the senior leadership team to procure and set up systems which meet this standard and the risk profile of the school or college.</p> <p>Management of filtering systems requires the specialist knowledge of both safeguarding and IT staff to be effective. You may need to ask your filtering provider for system specific training and support.</p>	<p>IT Infrastructure team monitor and manage the day-to-day running of the web filtering solution. All categories such as Legal & Liability issues and Adult content are blocked as harmful and inappropriate. At no stage are filters put in place to impact teaching and learning, however false positives can occur with any system.</p> <p>Where this is highlighted (usually by raising of a service desk ticket), action is taken by the IT team to investigate and remediate, which could be for a single webpage or an entire website URL.</p> <p>The solution works on a Who, What, Where, When, Action basis meaning a granular set of policies apply. This can mean for example school visitors can be filtered differently to HE students.</p> <p>Where additional requests from academic staff is required for learning, such as a learning module about drug abuse (which would usually be blocked), solutions are put in place to temporarily grant access based on the user(s) and/or location and/or time/day. This will usually be based on students being fully supervised by the academic requesting the access.</p>
You should have effective	Governing bodies and proprietors should support the senior	Filtering reporting and monitoring is used by the

<p>monitoring strategies that meet the safeguarding needs of your school or college</p>	<p>leadership team to make sure effective device monitoring is in place which meets this standard and the risk profile of the school or college.</p> <p>The designated safeguarding lead (DSL) should take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.</p> <p>The management of technical monitoring systems require the specialist knowledge of both safeguarding and IT staff to be effective. Training should be provided to make sure their knowledge is current. You may need to ask your monitoring system provider for system specific training and support.</p>	<p>IT team to inform DSL's where concerns arise in relation to safeguarding.</p> <p>The system uses trend analysis to monitor issues such as radicalisation. Where red flags are raised by the system, these are escalated to the safeguarding team. Within the last year no relevant escalations have taken place.</p> <p>It should be noted filtering is not possible on personal devices that are using cellular data connections (such as 4G).</p> <p>It should also be noted, no systems are in place to monitor none-internet based activity, such as key logging / monitoring what is typed within offline documents.</p>
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