



Policy Title & Reference	<b>Safeguarding and Child Protection Policy</b>	
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Author	<b>Assistant Principal – Quality &amp; Learner Services</b>	
Approved By		
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## Overview

This policy will ensure that the college provides a safe, non-threatening and inclusive learning environment for all students and apprentices. This policy details the requirements, practices and procedures all college users, on and off the campus must observe to safeguard children, young people and vulnerable adults.

The policy:

- Identifies the legislation, guidance and best practice relevant to safeguarding;
- States how the college will comply with legislation and guidance, adopting best practice;
- Identifies key responsibilities;
- Defines key terms;

**Safeguarding** is the action that is taken to promote the welfare of children, young people and vulnerable adults, protecting them from harm and ensuring children grow up in a safe environment.

**Child Protection** is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

## Practices and Procedures

The practices, procedures and plans necessary to implement the policy are provided as separate documents.

## Legislation, statutory guidance and best practice

This policy describes how Calderdale College will comply with the requirements of:

- The Children Act 1989 and the Children Act 2004
- The Education Act 2002
- Working Together to Safeguard Children 2015
- The Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is being Abused 2006
- Keeping Children Safe in Education: Statutory guidance for schools and college 2016
- Section 26 of the Counter-Terrorism and Security Act 2014
- Counter-Terrorism and Security Act 2015
- UKCCIS Sexting in Schools and Colleges 2017
- Female Genital Mutilation Act 2003

The college will keep its policies and procedures on children, young people and vulnerable adult protection under review to take account of any new Government legislation, regulations or best practice documents. This will ensure staff are kept fully up to date with their responsibilities and duties with regard to the safety and wellbeing of children, young people and vulnerable adults.

## Link to College Strategic Objectives

Strategic Objective 1 - Service Excellence: this policy ensures that learners are provided with an excellent and safe learning experience.

Strategic Objective 2 - Outcomes for Learners: this policy ensures that learners are inspired, enabled and supported to achieve their wider goals.

## Policy Statement

How Calderdale College will comply with legislation, statutory guidance and best practice.

Calderdale College takes its responsibility for safeguarding seriously and adheres to the procedures set out by the [Calderdale Safeguarding Children Board](#) (CSCB)

Safeguarding is a key requirement for all aspects of college activity. The college will ensure that:

- the Governing Body and College Leadership and Management Team understands and fulfills its Safeguarding responsibilities;
- there are effective and consistent procedures in place to safeguard children, young people and vulnerable adults;
- all safeguarding concerns are taken seriously and acted upon;
- all staff working with or on behalf of the college, whether employed directly or indirectly are suitable to be working with and around children, young people and vulnerable adults;
- all staff are trained to a level appropriate to their role, ensuring they are familiar with safeguarding issues and procedures, clearly understanding their individual role and responsibility; college users are actively encouraged to raise any concern they have using the agreed communication channels;
- we work to agreed local policies and procedures in full partnership with other local agencies;
- we take all reasonable measures to ensure that risks of harm to children, young people and vulnerable adults' welfare is minimised by appropriate:
  - risk assessment and management;
  - health and safety procedures;
  - staff selection, recruitment, induction supervision and training;
  - promotion of an open work culture 'whistle-blowing';
  - staff response and reporting of abuse;

## Responsibilities

Calderdale College will ensure a clear and transparent framework for reporting and managing safeguarding concerns. The hierarchy and responsibility for implementation and reporting is detailed below.

## Governing Body

The Governing Body:

- must comply with statutory safeguarding procedures
- have regard to the DfE statutory guidance 'Keeping Children Safe in Education' to ensure that the policies, procedures and training in the college are effective and comply with the law at all times
- must appoint a member of the senior leadership team who is designated to take lead responsibility for safeguarding; the Designated Safeguarding Lead (DSL).

## Designated Safeguarding Governor

The designated safeguarding governor is responsible for working with the DSL and the Safeguarding Coordinator to:

- ensure the college has safeguarding policies and procedures which are consistent with the CSCB procedures;
- ensure a review of safeguarding is completed on an annual basis with one of the designated safeguarding team;
- ensure the Board of Governors receives an annual report on safeguarding activity;
- ensure that safeguarding training is provided to the Governing Body;
- attend the Cross College Safeguarding Group and provide feedback to the Governing Body as appropriate.

## College Executive

The Vice Principal Learning and Achievement is responsible for liaising with and reporting to the Governing Body on matters relating to safeguarding.

## Designated Safeguarding Lead (DSL)

The Assistant Principal Quality and Learner Services is the college's Designated Safeguarding Lead.

## College Leadership and Management Team

The College Leadership and Management Team (CLMT) have overall responsibility for compliance with the Policy, with the Cross-College Safeguarding Group advising and making recommendations to CLMT on the implementation of the policy.

## Cross-College Safeguarding Group

The Cross-College Safeguarding Group consists of the college staff necessary to ensure comprehensive implementation of the safeguarding policy, procedures, plans and practices. Membership of this group is shown later in the document.

## Designated Team for Safeguarding

The College's Designated Team for Safeguarding is responsible for day-to-day implementation of the policy.

This team comprises the:

- Assistant Principal Quality and Learner Services  
Designated senior member of staff with lead responsibility for all aspects of safeguarding
- Safeguarding Coordinator  
Oversees the operational aspects of safeguarding within the college and reporting of Safeguarding cases
- Reporting Officers  
The Student Advisors are authorised to make referrals to external agencies as required

The designated team has the responsibility to raise awareness of safeguarding issues and the promotion of a safe environment to all staff members. This team will receive training on safeguarding and inter-agency working as required by CCSB and maintain their currency of safeguarding best practice.

The Designated Team for safeguarding is responsible for:

- making and receiving the referral of cases of suspected abuse or allegation to/from the appropriate external referral agency within 24 hours of contact.
- offering consultation and providing advice and support to other staff on issues relating to safeguarding children, young people and vulnerable adults.
- ensuring that parents, guardians and carers of children, young people and vulnerable adults within the college are aware of the colleges policy and procedures.
- working with Calderdale Children and Young People Service, Adult Safeguarding, CSCB and other appropriate agencies.
- liaising with the 14 to 16 Manager who will liaise with the secondary schools which send pupils under the age of 16 to study at the College to ensure that appropriate arrangements are made.
- dealing with individual cases, including attending case conferences and review meetings as appropriate.
- ensuring that appropriate safeguarding procedures are in place with employers and training organisations that provide college learners with apprenticeships and/or work placements.
- ensuring that all partner providers have appropriate policies and procedures in place through liaison with designated officers within those organisations.

- attending training in safeguarding children and any other specialist training and inter agency working as required by the CSCB.
- ensuring that all staff receive training in safeguarding and are aware of the college's procedures for protecting children, young people and vulnerable adults during their college induction programme. All staff are required to update this training every two years or earlier if there are any significant changes to legislation or statutory guidance.
- providing information for the designated safeguarding governor, including the production of an annual report setting out how the college has discharged its safeguarding duties.
- reviewing and updating this policy on an annual basis.

### All members of Staff

All members of college staff must attend Level 1 safeguarding training at their corporate induction programme and refresher/update training every two years. This will be supplemented by an annual extended briefing to all staff on safeguarding matters and regular reviews at team meetings. This is to develop their understanding of the signs and indicators of abuse and ensures they know how to respond when a safeguarding issue is disclosed and how to identify when early help intervention is required. There is specific training for staff engaged in the delivery and supporting of apprenticeship provision. Academic and pastoral staff who as part of their everyday work activity have regular contact with children, young people and vulnerable adults are also required to undertake Level 2 training. This provides a more detailed understanding of safeguarding and professional boundaries and will be refreshed / updated every two years, or sooner, if there are any significant changes to safeguarding requirements.

All staff must recognise that safeguarding disclosures are confidential and should only be shared with others in order to ensure the ongoing safety of the person making the disclosure

All members of staff involved in learner induction and tutorials should ensure that learners are provided with appropriate information relating to safeguarding.

### Human Resources (HR)

The Human Resources (HR) team has policies and procedures in place which cover safeguarding and safer recruitment. This information is on the HR Staff Intranet. HR are responsible for maintaining the central record that records pre and any post-employment checks (statutory and otherwise) on the suitability of staff to work with children, young people and vulnerable adults.

### Confidentiality

- All matters relating to safeguarding must be reported to the safeguarding designated team; once reported, safeguarding issues are confidential and must only be discussed with the designated safeguarding officers.
- Staff have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults.
- All staff must be aware that they cannot compromise a child, young person or vulnerable adult by keeping secret information that may compromise the safety of the child, young person or vulnerable adult or well-being of another.
- Any member of staff receiving a safeguarding concern must make a record of the disclosure as soon as possible using the Safeguarding Record of Disclosure Form QAF 1.15A and those records must be signed, dated and forwarded to the Safeguarding Coordinator
- In cases where the objectives set out within the disclosure are not being met this should be discussed with the safeguarding coordinator. If the issue is not resolved this should be escalated to the Vice Principal Learning and Achievement.

## Key Areas of Risk

Safeguarding and child protection are broad areas for concern. National and local agendas are subject to change. The college has currently identified the following areas as requiring a detailed focus to comply with statutory safeguarding duties.

Area of Safeguarding Risk	Mitigation policy or strategy
Cyberbullying	<ul style="list-style-type: none"><li>• Staff and Student IT and Social Networking Policy (2017)</li><li>• Student Guide to use of College IT and safe use of Social Media (2015)</li></ul>
Racist and homophobic or transphobic abuse	<ul style="list-style-type: none"><li>• Single Equality Scheme (2016)</li><li>• Learner Disciplinary Policy and Procedures (2015)</li><li>• Staff Code of Conduct (2016)</li><li>• Staff Disciplinary Policy (2015)</li></ul>
Extremist behaviour and radicalisation (Prevent)	<ul style="list-style-type: none"><li>• Prevent Strategy and Risk Assessment (2015)</li></ul>
Child Sexual Exploitation (CSE)	<ul style="list-style-type: none"><li>• Strategy to Prevent Child Sexual Exploitation (2015)</li></ul>
Substance abuse	<ul style="list-style-type: none"><li>• Alcohol and Substance Misuse Policy (2015)</li><li>• Learner Disciplinary Policy and Procedures (2015)</li></ul>

## Equality and Diversity Impact Assessment

This policy document has been reviewed by the Equality and Diversity Coordinator to ensure that it does not negatively impact upon any individual with any protected characteristic. All College policies seek to actively promote inclusion of all learners. This policy includes rigorous measures to ensure fairness for all and that any incidents of misconduct are conducted scrupulously and without bias. It ensures both the learner's right to learn and Staff's right to work in a safe, secure and respectful environment is met regardless of any protected characteristic.

### Linked College Policies:

Staff and Student IT and Social Networking Policy (2017)  
Data Protection Policy (2016)  
Policy Statement on Disclosures and the Recruitment of Ex-Offenders (2017)  
Safeguarding & Safer Recruitment (2016)  
Staff Code of Conduct (2016)  
Prevent Strategy and Risk Assessment (2015)  
Strategy to Prevent Child Sexual Exploitation (2015)  
Access control policy (2015)  
Learner Disciplinary Policy and Procedures (2014)  
Alcohol and Substance Misuse Policy (2015)

# Procedure for Responding to a Safeguarding Issue\*

\* If the safeguarding issue/abuse concerns a member of staff or governor, please refer to the Additional Guidance Section

## **Safeguarding disclosure by a learner**

- Listen carefully and non-judgmentally to the disclosure
- Let the person talk and don't interrupt – don't coach
- Never trivialize or exaggerate the issue
- Only ask questions that help establish the facts needed for a referral
- Do not show your emotions
- Let the child, young person or vulnerable adult know you are treating the issue seriously.

## **Confidentiality**

Do not promise that the disclosure will be kept confidential for the following reasons:

- (a) The details will need to be shared with a/members of the Designated Safeguarding Team
- (b) There may be a need to share the information with external agencies

**DO NOT DISCUSS THE INFORMATION WITH ANYONE OTHER THAN THE DESIGNATED SAFEGUARDING TEAM**

## **Contact and referral of the allegation to the Safeguarding Team:**

- Immediately following the disclosure, complete the Safeguarding Record of Disclosure Form
- Use the words the learner used to describe the abuse / incident remain factual and report what was said; not your interpretation of it
- Note down anything that may be connected with the abuse/incident e.g. visible injuries and the position and description of them
- Take the learner to the designated safeguarding team in Advice and Guidance

**Hand or send the form (in an envelope) to the Safeguarding Coordinator or other member of the Designated Safeguarding Team**

Learner requires urgent medical attention

- Contact the First Aider on ext. 9000
- If necessary, they will arrange for the learner to be taken to hospital

Disclosure made by a learner on an educational visit

- Telephone the Emergency Contact (named on the visit form) at college
- Further advice and guidance will be provided

Disclosure made by a learner on work placement, work experience or in work related learning

- Contact a member of the Designated Safeguarding Team as soon as possible
- Complete a Safeguarding Record of Disclosure Form

## **Designated Safeguarding Team Contact Information**

Out of hours contact (1) Paul Hutchison 07776 252381

## Designated Safeguarding Team

### **Designated Safeguarding Lead (Lead responsibility)**

Assistant Principal – Quality & Learner Services  
01422 357 357 ext. 9117

### **Operational responsibility**

Paul Hutchison  
Safeguarding Coordinator  
01422 357 357 ext. 9819  
07776 252381  
[paulhu@calderdale.ac.uk](mailto:paulhu@calderdale.ac.uk)

### **Reporting Officer**

Julie Senior  
Student Advisor  
01422 399367  
[julies@calderdale.ac.uk](mailto:julies@calderdale.ac.uk)

## Cross-College Safeguarding Group

Executive Management  
Senior Management  
Nominated Safeguarding Officer  
Safeguarding Coordinator  
Local Area District Officer  
Estates & Facilities  
Human Resources  
Human Resources  
Curriculum  
Curriculum  
Advice & Guidance  
Equality, Diversity, Inclusivity  
Information Technology

Vice Principal Learning and Achievement  
Assistant Principal Quality and Learner Services  
Mark Donaldson (Co-opted Member)  
Paul Hutchison  
Laure Knight  
Ray Newall  
Jayne Hinchliffe  
Jenny Burke  
Deb Tims  
Annette Bond  
Julie Senior  
Shona Lavendar  
Rob Rawlinson

## Additional Guidance

### **1. Suspected abuse inflicted by a member of staff or College governor**

If a member of the college community becomes concerned about or hears allegations of possible abuse perpetrated by a member of staff or governor, they **MUST** raise their concerns with the Principal. If the Principal is the person against whom the allegation is made they should report it to the Designated Safeguarding Lead.

The Principal will request that the Designated Safeguarding Lead in conjunction with the HR Manager will conduct an initial assessment using the continuum of need recommended by CSCB.

The college recognises that the welfare of a child, young person or vulnerable adult is the main concern. It also recognises that allegations may be made for a variety of reasons and may or may not be true. Therefore, those dealing with such allegations must do so without delay and with sensitivity and consideration for the individuals concerned. Hasty or ill-informed decisions can irreparably damage an individual's reputation, confidence and career.

The Principal will request that an initial assessment is conducted by the Designated Safeguarding Lead and the HR Manager. The first course of action should be to assess the risk to the child, young person or vulnerable adult using the continuum of need recommended by CSCB to determine if immediate intervention is required. In all cases guidance will be sought from the Local Area District Officer (LADO).

Where needed, an Investigating Officer will be appointed to conduct a thorough investigation into the allegations. The outcome will be one of the following:

1. The allegation is proven and the disclosure is reported for criminal proceedings
2. The allegation represents inappropriate behaviour or poor practice by the member of staff/governor but is neither potentially a crime nor cause of significant harm to the child. The matter should be addressed in line with the college's internal policies and procedures
3. The allegation is unsubstantiated and no further action is required against the staff member/governor. If, however, the allegation has been made with malicious intent, further action may be taken against the individual raising the disclosure

### **2. Specific actions if abuse is suspected by a member of the designated safeguarding team**

The Principal will request that an initial assessment is conducted by the HR Manager and Safeguarding Governor. The first course of action should be to assess the risk to the child using the continuum of need recommended by CSCB to determine if immediate intervention is required. In all cases guidance will be sought from the Local Area District Officer (LADO).

### **3. Actions required by the Designated Safeguarding Team**

Upon receipt of a disclosure for suspected abuse of a child, the case will be assessed using the continuum of need recommended by CSCB and the appropriate action taken. The case should be documented on QAF 1.15A Safeguarding Record of Disclosure Form. The designated safeguarding team will:

- offer support to the learner making the disclosure;
- offer support to the member of the college community making or assisting with the disclosure;
- ensure that appropriate feedback is given to the member of the college community making or assisting with the disclosure;
- ensure that the college Executive are made aware of the disclosure with consideration for confidentiality;
- in exceptional cases (e.g. where the team are unable to contact the External Support Agency) arrange emergency hotel/bed & breakfast accommodation for the learner.



#### **4. Specific actions if abuse inflicted by another learner**

The designated safeguarding team will decide whether the matter is of a safeguarding nature or whether it should be dealt with under another College procedure such as Learner Disciplinary or Anti- Bullying/Cyber Bullying.

#### **5. Reporting to Local Area District Officer (LADO)**

Calderdale LSCB has a Local Authority Designated Officer (LADO) who must be alerted to all cases in which it is alleged that a person who works with children, young people or vulnerable adults has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved in a way that indicates s/he is unsuitable to work with children.

Where a disclosure involves an employee, contractor, work placement person, volunteer or intern the designated safeguarding team MUST contact the LADO for guidance immediately.

#### **6. Record Keeping**

The member of the designated safeguarding team is responsible for ensuring that a safeguarding file is set up for each referral received.

The file must include:

- A completed Safeguarding Record of Disclosure Form
- Appropriate learner details (EBS and pro monitor)
- Learner timetable
- Meeting and case notes
- Referral details

#### **7. Parental Involvement**

The college recognises that the welfare of a child is the main concern. It also considers it good practice to involve parents/guardians in the reporting of safeguarding cases but acknowledges it is essential to proceed with caution.

The needs of the learner and the protection of evidence should be considered before involving parents/guardians. It may be beneficial to consult with an External Support Agency prior to making the decision whether or not to share information.

The college may receive a request from an External Support Agency to interview a learner on College premises. Parents/guardians should be given adequate opportunity to attend unless their involvement is considered detrimental to the interview. The designated safeguarding team should satisfy themselves that parents/guardians are given sufficient notice of these interviews and the opportunity to attend. If parents/guardians are not invited or are unable to attend, the designated safeguarding team will ensure an appropriate adult is present throughout the interview.

#### **8. Referral to External Support Agencies**

All cases are assessed under the continuum of need recommended by the CSCB. Referrals to external support agencies will be made where the assessment shows this is required. Referrals can only be made by a member of the designated safeguarding team.

All referrals should be made within 24 hours of disclosure. Initially this is done by telephone and then followed up in writing using the most appropriate referral form.

The referral form will include the following:

- Details of the person
- Circumstances of suspected or actual abuse
- Issues about the disclosure
- Names of witnesses
- Designated officer's observations
- Actions taken or to be taken
- Names of people consulted

The designated safeguarding team should also include the following information where appropriate:

- details of any special needs of the learner including cultural, physical or psychological factors.
- a record of the action agreed during the initial telephone referral.
- a record of the contact at the agency who took the initial referral.
- Any discussion regarding parental contact including where emergency accommodation is required.

### **9. Designated Safeguarding Lead Supervision (DSL)**

Keeping Children Safe in Education (2016) requires that the DSL has access to specialist advice and where necessary supervision. The college has determined that the LADO will support and where necessary support the DSL.

### **10. Prevent**

Prevent is part of the overall Government counter-terrorism strategy with the aim of reducing the threat to the UK from stopping people becoming terrorists or supporting terrorism. The strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face for those who promote it.
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support, and
- work with institutions where there are risks of radicalisation that need to be addressed

The College is required to undertake the following as part of the Prevent Duty Guidance:

- implement a prevent strategy in a proportionate and risk-based way
- ensure active engagement by Governors, managers, staff and external partners including the police
- engage and consult learners on plans for implementing the duty
- carry out a risk assessment which assess where and how students or staff may be at risk from being drawn into terrorism
- implement staff training so staff have an understanding of the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas.
- have procedures for sharing information about vulnerable individuals
- ensure the Staff and Student IT and Social Networking Policy (2015) references Prevent and the college has measures to monitor and report use of the internet.

### **Reporting suspected issues of radicalisation and extremist activity**

The college has integrated the reporting of radicalisation and extremist behavior into the safeguarding procedures. All staff are trained to WRAP 3 standards to facilitate reporting. They complete the document QAF 1.15A and pass this to the designated team members as listed. There are tick boxes to identify and provide clarity for Safeguarding, Prevent and Channel issues. The safeguarding coordinator will assess the risk, liaise with the Calderdale Prevent Coordinator, and where appropriate submit a report to the Prevent Group.

The college Safeguarding coordinator is a member of the multiagency Calderdale Channel Panel which meets on a monthly basis to provide support to individuals at risk of radicalisation.

### **11. Child Missing**

A child, young person or individual with additional needs going missing either from education, home or care home particularly if repeated, would be of concern. All academic staff are asked to complete registers and follow up unauthorised absences following the relevant policy and procedure. Where there are immediate concerns for a missing person, the DSL will be contacted. They will take control and liaise with all involved.

<b>Abuse</b>	A form of maltreatment of a child, young person or vulnerable adult. Somebody may abuse or neglect a child, young person or vulnerable adult by inflicting harm, by failing to act to prevent harm or have an impact on their development or well-being. This abuse may take place 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. Abuse is about the misuse of power and control that one person has over another. Where there is dependency, there is a possibility of abuse or
<b>Abuse of trust</b>	A relationship of trust is one in which one person is in a position of power or influence over the other person because of their work or the nature of their activity. There is a particular concern when abuse is caused by the actions or omissions of someone who is in a position of power or authority and who uses their position to the detriment of the health and well-being of a person at risk, who in many cases could be dependent on their care. There is always a power imbalance in a relationship of trust.
<b>Calderdale Initial Response Team</b>	The Social Service referral number is 01422 393336. Prior to making a safeguarding referral, the issue and nature of the referral must be discussed with a member of the designated safeguarding team, who will wherever possible make the referral.
<b>Children (also young people)</b>	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
<b>Child protection</b>	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm or a detrimental effect on their development or well-being.
<b>Child Sexual Exploitation</b>	Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
<b>Cyber bullying</b>	Cyber bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.
<b>Discriminatory abuse</b>	Includes ageist, racist, sexist, that based on a person's disability or belief, and other forms of harassment, slurs or similar treatment.
<b>Domestic abuse</b>	Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality.

## Appendix A Glossary of Terms (cont.)

<p><b>Early Help</b></p>	<p>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. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.</p> <p>Effective early help relies upon local agencies working together to:</p> <ul style="list-style-type: none"> <li>• identify children and families who would benefit from early help;</li> <li>• undertake an assessment of the need for early help; and</li> <li>• provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.</li> </ul>
<p><b>Emotional abuse</b></p>	<p>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.</p>
<p><b>Female Genital Mutilation (FGM)</b></p>	<p>FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.</p> <p>Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.</p>
<p><b>Financial Abuse</b></p>	<p>Can range from failure to access benefits, through inadvertent mismanagement and opportunistic exploitation to deliberate and targeted abuse, often accompanied by threats and intimidation. It can include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, overcharging or carrying out unnecessary work, or the misuse or misappropriation of property, possessions or benefits.</p>
<p><b>Grooming</b></p>	<p>Grooming comprises actions deliberately undertaken with the aim of befriending and establishing an emotional connection with children, young people or vulnerable adults to lower their inhibitions in order to sexually abuse them.</p>

## Appendix A Glossary of Terms (cont.)

<b>Other factors that may affect a child or young persons' development</b>	Social exclusion, domestic violence, mental illness of a learner/parent/carer, learner/parental drug/alcohol use, parents with a learning disability.
<b>Prevent</b>	Prevent is part of the overall Government counter-terrorism strategy with the aim of reducing the threat to the UK from stopping people becoming terrorists or supporting terrorism.
<b>Protect from harm</b>	The provision of a learning environment where college users are protected from harm or the fear of harm.
<b>Radicalisation</b>	Where vulnerable individuals are targeted for recruitment into groups that adopt extreme political, social or religious ideals and aspirations that reject and/or undermine contemporary ideas and expressions of freedom of choice.
<b>Safeguarding and promoting the welfare of children</b>	<p>Defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> <li>• protecting children, young people and vulnerable adults from maltreatment;</li> <li>• preventing impairment of children, young people and vulnerable adults' health or development;</li> <li>• ensuring that children, young people and vulnerable adults are growing up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable children, young people and vulnerable adults to have the best life chances</li> </ul>
<b>Safe and Secure Working Environment</b>	<p>Prevention - providing a safe environment for children, young people and vulnerable adults to learn e.g. robust staff recruitment, policies, procedures, positive College atmosphere, teaching and pastoral support for students.</p> <p>Protection - identifying children, young people or vulnerable adults who are suffering, or likely to suffer, significant harm, e.g. by neglect, physical injury, sexual abuse or emotional abuse.</p> <p>Support - taking appropriate action to see that children, young people and vulnerable adults are kept safe, both at home and at the college.</p>
<b>Sexting, Social Media</b>	All forms of abuse listed within this document are still considered abuse irrespective of what manner they occur in. Abuse can be carried out face to face, over the telephone and by the use of all social media methods.
<b>Sexual Abuse</b>	Involves forcing or enticing children, young people or vulnerable adults to take part in sexual activities, not necessarily involving a high level of violence, whether or not the person 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, young people or vulnerable adult in looking at, or in the production of, sexual images, watching sexual activities, encouraging them to behave in sexually inappropriate ways, or grooming a them in preparation for abuse (including via the internet).

<b>Vulnerable Adult</b>	A <b>vulnerable adult</b> is any person who lacks the absolute most basic (as distinct from mid-level or typical level) human life skills by reason of not having learned them through the formative years of childhood, adolescence and young adulthood. A vulnerable adult is unable, rather than unwilling, to properly learn or properly maintain these skills, and is usually completely without, and unable to obtain, any family, friends, acquaintances or other assistive persons in their lives to offer education or assistance in these areas (see: abandonment). In order to be classed as vulnerable, the adult's circumstances must be unable to be altered or improved by the adult's own individual actions without direct assistance from a more typical adult.
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Calderdale College  
Quality Assurance Form

**CHILD PROTECTION/PREVENT RECORD OF DISCLOSURE**

Who is completing this form: Please circle		Learner / Parent / Member of Staff / Visitor	
Name of person completing this form			
Phone /email address			
Who is at risk, Name		College ID Number.	
Phone/email address			
Safeguarding		Prevent Channel	
<b>Nature and Circumstances of Suspected or Actual Abuse.</b>			
What the Learner / Child / Parent / Staff / Visitor said, include time date, place and people involved,			
Your own observations:			
Any actions you have decided to take:			
<b>Office use only</b>			
Staff Name:		Signature:	
Name others consulted:			
Type of suspected abuse		Level	1 2 3 4 5
Date and time this form was completed			

Original to be retained in the College Learner Protection File.