

**Calderdale  
College**

**Safeguarding, Child Protection  
and Prevent Policy**

September 2019 - August 2020

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## 1. Introduction

Calderdale College takes the safeguarding of its learners very seriously and it is fully committed to the well-being of all learners, staff and those with links to the College. The safety of all people involved in College life is a high priority and this policy sets out the essential requirements to ensure the welfare of all of those involved with the College.

The purpose of the policy is to:

- Safeguard all College learners, particularly children, young people and adults, including those studying in the workplace (apprentices) or at a venue external to the College.
- To safeguard the College Corporation, all staff, volunteers and partners in carrying out their duties in teaching, supervising and supporting learners on College grounds, other external facilities and in the workplace.
- To set out clear guidelines for the handling of safeguarding concerns to ensure that all disclosures, referrals and monitoring are handled with sensitivity and professionalism in ways that support the child, young person or adult at risk.

Calderdale College believes that no child, young person or adult should experience abuse of any kind. We are committed to their protection through the full integration of this policy into all working practices. The College has incorporated child protection into the organisational approach to safeguarding and the term safeguarding is deemed to include child protection in all policies and procedures

All staff, volunteers and associates must comply fully with this policy at all times to promote the welfare of all children, young people and adults at risk who encounter the College in any capacity.

This policy links closely with the working practices of the CSCP & CSAB.

This policy applies equally to learners who are aged under 16 years. In these circumstances, individual risk assessments may apply to safeguard a learner who is studying at the College prior to their 16<sup>th</sup> birthday, taking into consideration their particular set of circumstances.

## 2. Relevant Legislation, Statutory Guidance and Best Practice

The titles below indicate the legal framework that informs this policy. Each title is the most up to date version of each document to include ongoing revisions and outcomes of consultations. Each title is a hyperlink, which will take you straight to the document if you are viewing this policy electronically.

<b>Title</b>	<b>Date of Issue/Update</b>
<a href="#">Working Together to Safeguard Children (2018)</a>	July 2018
<a href="#">Working Together to Safeguard Children: revisions to statutory guidance (2018)</a>	February 2018
<a href="#">Keeping Children Safe in Education: for schools and colleges (2018)</a>	September 2018
<a href="#">Prevent duty guidance for England and Wales</a> (including Prevent duty guidance: for further education institutions in England and Wales and the Counter-Terrorism Act 2015)	March 2016
<a href="#">Inspecting safeguarding in early years, education and skills settings</a>	October 2018
<a href="#">Sexual violence and Sexual harassment between children in schools and colleges</a>	May 2018
<a href="#">Child sexual exploitation: definition and guide for practitioners</a>	February 2017
<a href="#">Children missing in education</a>	September 2016
<a href="#">Child abuse concerns: guide for practitioners</a>	March 2015
<a href="#">Children who run away or go missing from home or care</a>	January 2014
<a href="#">Contextual Safeguarding Briefing</a>	November 2017
<a href="#">The right to choose: multi agency statutory guidance</a>	January 2013
<a href="#">Safeguarding Vulnerable Groups Act (2006)</a>	November 2006
<a href="#">The Education Act (2002) – Section 175</a>	July 2002
<a href="#">Multi-agency statutory guidance on female genital mutilation</a>	April 2016
<a href="#">Promoting the education of looked after and previously looked-after children</a>	February 2018
<a href="#">Supervision of activity with children</a>	September 2012
<a href="#">Special educational needs and disability code of practice: 0 to 25 years</a>	January 2015
<a href="#">Information sharing: advice for practitioners providing safeguarding services</a>	July 2018
<a href="#">Calderdale Safeguarding Children Continuum of Need and Response</a>	March 2015
<a href="#">The Care Act (2014)</a>	May 2014

In the discharge of its functions, and in implementing this policy and procedure, the College will remain mindful of its duty of care and other legal obligations. Such as, those it owes under the Health and Safety at Work Act 1974, the Data Protection Act 1998, the Safeguarding Vulnerable Groups Act 2006, Equality Act 2010, the Protection of Freedoms Act 2012, the Counter Terrorism and Security Act 2015.

### 3. Related Policies

The College will keep its policies and procedures on children, young people and adults at risk 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 adults at risk.

This policy should be read alongside our policies and procedures on:

- Safeguarding and Safer Recruitment
- Learner Disciplinary Procedure
- Staff Code of Conduct and Malpractice Policy and Procedure
- Alcohol, Drugs and Substance Abuse Policy
- Attendance and Punctuality Policy
- Bullying and Harassment Policy
- Complaints Policy
- Whistleblowing Policy
- Single Equality Scheme
- Health, Safety and Wellbeing

### 4. 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.

#### **The Governing Body:**

- must comply with statutory safeguarding procedures including undertaking training
- 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).
- have procedures for reporting and dealing with allegations of abuse against members of staff and volunteers.

#### **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 both national and local procedures.
  - Complete a review of safeguarding on an annual basis with one of the designated safeguarding team and report this to the Board.
  - Ensure the Board of Governors receives an annual report on safeguarding activity.
  - Ensure that safeguarding training is provided to the Governing Body.

### **College Executive**

The Deputy Principal Curriculum and Quality 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 DSL.

### **College Leadership and Management Team (CLMT)**

The CLMT have overall responsibility for compliance with the policy, with the Safeguarding Team advising and making recommendations to CLMT on the implementation of the policy.

### **Designated Team for Safeguarding**

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

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 CSCP & CSAB 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 adults at risk
- ensuring that parents, guardians and carers of children, young people and adults at risk within the College are aware of the College's policy and procedures
- working with Calderdale Children and Young People Service, CSCP & CSAB 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 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
- completion of the annual S11 Audit.
- attending training in safeguarding children and any other specialist training and inter agency working as required by the CSCP & CSAB

- ensuring that all staff receive training in safeguarding and are aware of the College's procedures for protecting children, young people and adults at risk 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 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. Academic and pastoral staff who as part of their everyday work activity have regular contact with children, young people and adults at risk are also required to undertake Level 2 online 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.

The Safeguarding Team will provide regular bulletins to update staff on safeguarding practices and all staff have a responsibility to read these documents in full.

All staff must recognise that safeguarding disclosures are confidential.

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

All members of staff are responsible for their own knowledge of the following policies and must be aware of the systems that support:

- The Safeguarding Policy (including the roles of the Safeguarding Team)
- The Learner Disciplinary Policy
- The Learner Code of Conduct
- The Staff Code of Conduct

### **Human Resources (HR)**

The 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 single 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 adults at risk.

### **Confidentiality**

- All staff have a responsibility to report safeguarding matters to the safeguarding team through the [Safeguarding Report Form](#), located on the Staff Intranet. Once reported, safeguarding issues are confidential and staff must not discuss them with anyone other than the Designated Safeguarding Team, their line managers and multi-agency support representatives as appropriate.
- Staff have a professional responsibility to share information with other agencies in order to safeguard children, young people and adults at risk.
- All staff must be aware that they cannot compromise a child, young person or adult at risk by keeping secret information that may compromise the safety of that person or another in their care.
- Any member of staff receiving a safeguarding concern must report the disclosure on the same working day on which they received/observed it.
  - Human Resources are able to support any member of staff for whom receiving a safeguarding disclosure has resulted in personal upset.

## 5. Definitions

The following definitions apply to the care and support provided to learners at Calderdale College.

### **Child**

A child is defined as anyone under the age of 18 years (the Children Act 1989, Education Act 2002).

### **Adult at Risk**

Aged 18 years or over, who 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.

### **Children in Need of Protection and Early Help**

Some children and young people are in need because they are suffering or likely to suffer “significant harm”. Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person. Learner Services can do this through contacting the [Calderdale Early Intervention Team](#) to share concerns and ensure the early identification of needs within families.

### **Children in Need**

Children and young people who are defined as being “in need” under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

### **Looked After Children**

The most common reason for children becoming looked after is because of abuse and/or neglect. The Safeguarding Team will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The appropriate staff will have the information they need in



relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

### **Significant Harm**

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

### **Contextual safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

### **Calderdale Safeguarding Children Partnership (CSCP)**

Working Together 2018 has introduced Safeguarding Children Partnerships to replace Local Safeguarding Children Boards. The responsibility for this partnership locally rests with the three safeguarding partners, Calderdale MBC, West Yorkshire Police, Calderdale Clinical Commissioning Group, who have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children in a local area.

Calderdale statutory partners together with representatives from schools, the voluntary sector and all organisations working with children, young people and families have a duty to work together to safeguard and promote the welfare of children.

### **Calderdale Safeguarding Adults Board**

Calderdale Safeguarding Adults Board is a partnership body that is independent of all the organisations that work with adults at risk in Calderdale. A Local Safeguarding Adult Board (LSAB) is a statutory body, so every area has to have one and the Council have a special responsibility to ensure that it is effective in what it does. Members of the Board represent all types of organisations and groups and have an equal say.

### **Abuse**

"Abuse" relates to the mistreatment of an individual's human and civil rights by any other person or persons, and may consist of single or repeated acts. Incidents of abuse can be to either one person or more than one person at a time. Abuse and/or harmful behaviours can be either deliberate or the result of negligence, ignorance, lack of training, knowledge or understanding. Somebody may abuse or neglect an individual by inflicting harm or by failing to prevent harm.

- **Physical abuse**

Including hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

- **Sexual abuse**

Child: Including being forced to take part in sexual activities that may or may not include physical contact. 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).

Adult: Including rape and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

- **Psychological abuse**

Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

- **Exploitation**

Either opportunistically or premeditated, unfairly manipulating someone for profit or personal gain.

- **Financial or material abuse**

Including theft, fraud, exploitation, coercion in relation to an adult's financial affairs or arrangements, such as connection with wills, property, inheritance or financial transactions, or the misuse of property, possessions or benefits.

- **Neglect and acts of omission**

Including ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

- **Discriminatory abuse**

Including discrimination on grounds of race, gender and gender identity, disability, sexual orientation, religion, and other forms of harassment, slurs or similar treatment.

- **Institutional abuse**

Including neglect and poor care practice within an institution or specific care setting like a hospital or care home, for example. This may range from isolated incidents to continuing ill-treatment.

- **Online abuse**

Any type of abuse that arises through use of the internet. This can include social media, gaming online or the use of mobile phones.

- **Domestic abuse (also known as Intimate Partner Violence)**

Witnessing domestic abuse is child abuse. Teenagers and adults at risk can suffer domestic abuse in their relationships.

- **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a type of abuse in which children are sexually exploited for money power or status. This may also include peer on peer abuse through a third party.

- **Female Genital Mutilation (FGM)**

Female Genital Mutilation is the partial or total removal of external female genitalia for non-medical reasons. There is a legal duty to report to the police all cases of FGM carried out on a girl under the age of 18.

- **Bullying and cyber bullying**

Bullying can happen anywhere – at school, at home or online (cyberbullying). It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

- **Child trafficking**

Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.

- **Grooming**

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - a family member, friend or professional. This can be for sexual purposes or with the intent of radicalising the young person.

- **Harmful sexual behaviour**

Harmful sexual behaviour includes using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other children or adults. Children and young people who develop harmful sexual behaviour harm themselves and others.

For further information on the types of abuse and indicators of abuse, please follow the following [link](#).

## **6. Designated Safeguarding Team**

Role	Name and Contact
Assistant Principal Quality and Learner Services <b>Designated Safeguarding Lead (DSL)</b>	Julia Gray <a href="mailto:juliag@calderdale.ac.uk">juliag@calderdale.ac.uk</a> Ext. 9117
Safeguarding Co-ordinator	Paul Hutchison <a href="mailto:paulhu@calderdale.ac.uk">paulhu@calderdale.ac.uk</a> Ext. 9819 Mobile: 07776 252381
Manager of Learner Services and Admissions	Natalie Smith <a href="mailto:nataliel@calderdale.ac.uk">nataliel@calderdale.ac.uk</a> Ext. 615 Mobile 07545 419269
Learner Advisor	Majid Bokhari <a href="mailto:majidb@calderdale.ac.uk">majidb@calderdale.ac.uk</a> Ext. 9154
Assistant Learner Advisor	Michael Learoyd <a href="mailto:michaell@calderdale.ac.uk">michaell@calderdale.ac.uk</a> Ext. 9154
Head of HR and Workforce Development Safeguarding and Safer Recruitment	Jonathan Hambling <a href="mailto:jonathanha@calderdale.ac.uk">jonathanha@calderdale.ac.uk</a> Ext. 9369

Please note that all Learner Advisors are able to support with Safeguarding queries. Unless it is an emergency, please submit your report via the [Safeguarding Reporting Form](#) on the Intranet and the Safeguarding Team will deal with your report swiftly. All College staff are trained in Safeguarding.

Learners, parents and carers are able to contact the Safeguarding Team directly by dropping into Learner Services, telephoning Paul Hutchison on the mobile phone number detailed above or by emailing [safeguarding@calderdale.ac.uk](mailto:safeguarding@calderdale.ac.uk).

## 7. The Safeguarding Policy in Action

The following information provides guidance on how to identify a safeguarding concern, and how to report a safeguarding concern.

Any child or adult at risk may benefit from early help and support but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has specific additional needs
- Has special educational needs (with or without an Education Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance that presents challenges, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child.

All staff should be familiar with the indicators of abuse and should ensure that they have read the descriptions of different types of abuse in section five of this report. Further support on how to recognise the signs of abuse can be found by following this [link](#).

All staff are reminded that if they have any concerns, they can talk to a member of the Safeguarding Team for further support and guidance and that they must act IMMEDIATELY.

In order to quickly and effectively action safeguarding concerns, staff must follow the reporting process identified in appendix one of this policy. You must log all Safeguarding concerns via the [Safeguarding Disclosure Form](#) on the same day that the concern has been raised, either before or after you have spoken to a member of the Safeguarding Team.

### **What should staff do if they have concerns about another staff member who may pose a risk of harm to children?**

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- This should be referred to the Principal
- Where there are concerns/allegations about the Principal, this should be referred to the Chair of Governors via the College Secretary (Jane Taylor-Holmes).

The College recognises that the welfare of a child, young person or adult at risk 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 (or Chair of Governors) 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 adult at risk using the continuum of need recommended by CSCP & CSAB 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:

- The allegation is proven and the disclosure is reported for criminal proceedings
- 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
- 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

### **Specific actions if abuse is suspected by a member of the 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 CSCP & CSAB to determine if immediate intervention is required. In all cases guidance will be sought from the Local Area District Officer (LADO).

### **Specific action if staff have concerns about Safeguarding Practices within the College**

Staff should feel able to raise concerns about poor or unsafe practice or potential failures in the application of this policy. The College Leadership and Management Team take all such concerns seriously and will take action as necessary.

The College Whistleblowing Policy can be found on the Staff Intranet and should be followed to raise any concerns.

## **8. Information Sharing**

It is vital to recognise that the College will share information with relevant safeguarding partners in order to support a child or adult at risk. Information sharing is vital in identifying and tackling all forms of abuse and neglect.

As a College, we will be proactive in sharing information with local agencies as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children and adults at risk.

The College recognises the legal obligations as defined by the Data Protection Act 2018 and GDPR and will ensure that personal information is processed fairly and lawfully and stored securely.

It is also important to recognise that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of safeguarding children and individuals at risk.

## **9. Peer on Peer Abuse**

It is essential to recognise that young people are capable of abusing their peers. The following guidance sets out the clear process to follow when peer on peer abuse is suspected.

The contextual safeguarding framework will be applied appropriately if peer on peer abuse is suspected. This will require collaborative work with external organisations to support learners and will also support intervention with the wider, extra-familial dynamics of abuse in young people and adults at risk.

Young people can perpetrate peer on peer abuse in different ways as identified below.

- Sexual violence and sexual harassment.
- Social influence leading to criminal activity.
- Physical abuse such as kicking, hitting, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexting (or youth produced sexual imagery).
- Initiation or hazing rituals or violence.

**The College recognises that abuse is abuse and it will not tolerate it in any form.**

Peer on peer abuse must be recorded using the College Safeguarding Disclosure [form](#). The College Safeguarding Team will follow up all suspicions of peer on peer abuse using the College's Safeguarding Policy and the Learner Disciplinary Policy.

A member of the Safeguarding Team will be allocated to support the victim of suspected abuse and there will be an Investigating Officer appointed to determine the facts. Where appropriate, this will involve external agency support or reporting.

The Investigating Officer will be responsible for reporting the findings of their investigation to a disciplinary panel to determine the consequences for the perpetrator. The consequences will be determined in line with the College's Learner Disciplinary Policy and will include appropriate support for the perpetrator as required.

## **10. The use of reasonable force**

It is accepted that there may be occasions where the use of reasonable force is required to safeguard the learners of the College. The use of the term 'reasonable force' includes a broad range of actions that involve physical contact with a learner in order to safeguard the learner or other learners and explicitly means 'using no more force than is needed'.

Reasonable force may be used when a learner is in danger or needs to be prevented from causing harm to others. The College has a team of Facilities Assistants who are trained in the use of reasonable force and they should be called upon to support as appropriate. It is accepted that any member of staff may use reasonable force in the event of an emergency and that all staff have the legal power to do so. For further information, please follow this [link](#).

## **11. 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. In some circumstances, it will 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 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 Safeguarding Team will ensure an appropriate adult is present throughout the interview.

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

All cases are assessed under the continuum of need recommended by the CSCP & CSAB. Referrals to external support agencies will be made where the assessment shows this is required. Referrals will be made by a member of the 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

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

Keeping Children Safe in Education (2018) stipulates that the DSL has access to specialist advice and where necessary supervision. The College has determined that the Local Authority Designated Officer will support and where necessary support the DSL.

The designated Safeguarding Governor provides internal support and supervision for the DSL.

### **14. Monitoring of online activity**

The College monitors online activity of all College users through the Fastvue system. This system provides live alerts of identified keywords and provides daily reports for all activity connected to the College internet.

The Safeguarding Team are responsible for the regular review of activity and will employ the safeguarding procedures to intervene when learners or staff are identified as searching for inappropriate terms.

### **15. Prevent**

Prevent is part of the overall Government counter-terrorism strategy (CONTEST) with the aim of reducing the threat to the UK by safeguarding and supporting those vulnerable to radicalisation. The strategy has three objectives, detailed below.

- Safeguard and support those most at risk of radicalisation through early intervention and offering support.
- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

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 learners 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 Learner IT and Social Networking Policy references Prevent and the College has measures to monitor and report use of the internet.

Reporting of concerns relating to suspected radicalisation and extremism, should be undertaken in the same way as a safeguarding concern by completing the Safeguarding Disclosure Form.

## **16. External Speakers**

The College has a duty to protect the welfare of staff and learners and are required to consider the potential threat of all external speakers invited into the College.

Therefore, all staff are required to complete the [External Speaker Form](#) before hosting an external speaker.

## **17. Monitoring**

This policy will be reviewed on an annual basis.

## **18. Related Policies/Procedures/Documents**

## 19. Policy Review

Change(s) Made		Reason for Change			
		t			
Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
Sep 2019	Assistant Principal Quality and Learner Services		Board	Sep 2020	1 Year

## 20. Equality Impact Assessment

### 21.

First Assessment Conducted by:	Date:	Final/Approved Assessment Conducted by:	Date:
Quality Systems Manager	27.09.2018	Quality Administrator	27.09.2019

## 22. Publication

Audience:	Published:
Staff	Staff Intranet
Learners	Moodle
General	College Website

## Appendix 1.

### Reporting a Safeguarding Concern

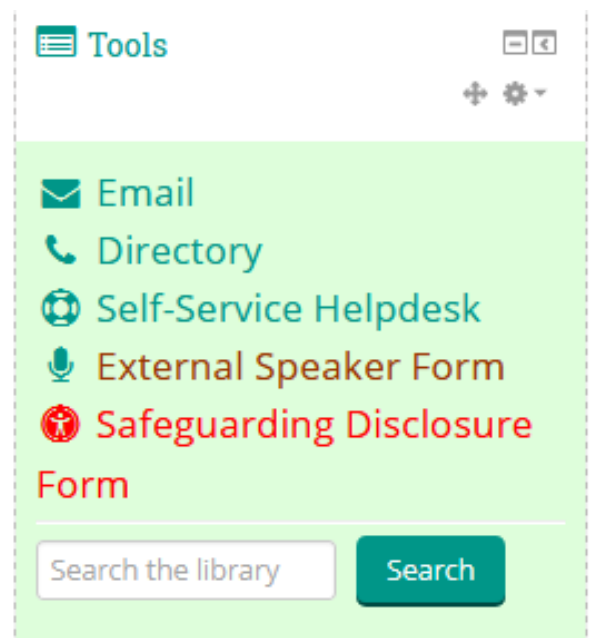
Safeguarding is a priority for all staff at the College. It is our duty to identify correctly and quickly action any safeguarding concerns for any College user. In order to ensure that the information we obtain in order to action safeguarding quickly and effectively is as accurate as possible, a new way of reporting will launch on Monday September 10<sup>th</sup> 2018.

In all cases where a learner's welfare is a concern, you **MUST** complete the Safeguarding Disclosure Form on the same day that you make the observation or hear the disclosure.

This form will not change how you respond to urgent safeguarding concerns, please continue to take learners directly to Learner Services if you have a concern about their welfare. In cases such as these, you are required to complete the form by the end of the same working day.

### The Form

Access to the form is through the Staff Intranet under the 'Tools' menu (see image below). Clicking on the link will take you directly to the form, which will require you to log into your College Office 365 account. The credentials for this are the same as the details you use to login to the College system.



Once you have logged into Office 365, you will see the Safeguarding Disclosure form (see image below). Please read the instructions before starting the form. You are required to complete questions **1-6** and then press **submit** at the end of the form. You do not need to add your personal details; the form will already know this as you are using your College account.

## Calderdale College Safeguarding Disclosure Form

Please complete this form to report ALL safeguarding concerns. Questions 1-6 must be completed in full prior to submission, the remaining sections will be completed by the Safeguarding Team. Once the form has been submitted, the Safeguarding team will act upon the issues raised and may contact you for more details. You might not receive full details of the outcome of the intervention, depending upon the sensitivity of the issue.

Please ensure that you press SUBMIT when you have completed the first SIX questions.

Dealing with safeguarding concerns can have an impact on the person who hears the disclosure. HR are here to help if you need support following a disclosure made to you, please email them or go and see them in their offices on C Floor.


Hi, Julia, when you submit this form, the owner will be able to see your name and email address.

\* Required




### Question 1:

Select the highlighted date by clicking on the calendar icon.

1. What is the date of reporting? \*

Please input date in format of dd/MM/yyyy 

		2018		Sep			
Mon	Tue	Wed	Thu	Fri	Sat	Sun	
27	28	29	30	31	1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
1	2	3	4	5	6	7	ent has not yet enrolled). *

 Today
  Clear
  Close

### Questions 2:

Enter the name of the learner for whom you have safeguarding concerns.

### Question 3:

Enter the ID number of the learner for whom you have safeguarding concerns. In the unlikely event that the learner is not yet enrolled, please enter 0000.

**Question 4:**

Enter the details of the disclosure or concern clearly and accurately. You must write exactly what the learner/parent/carer said to you (or exactly what you have witnessed/observed) including any details of dates and times of events.

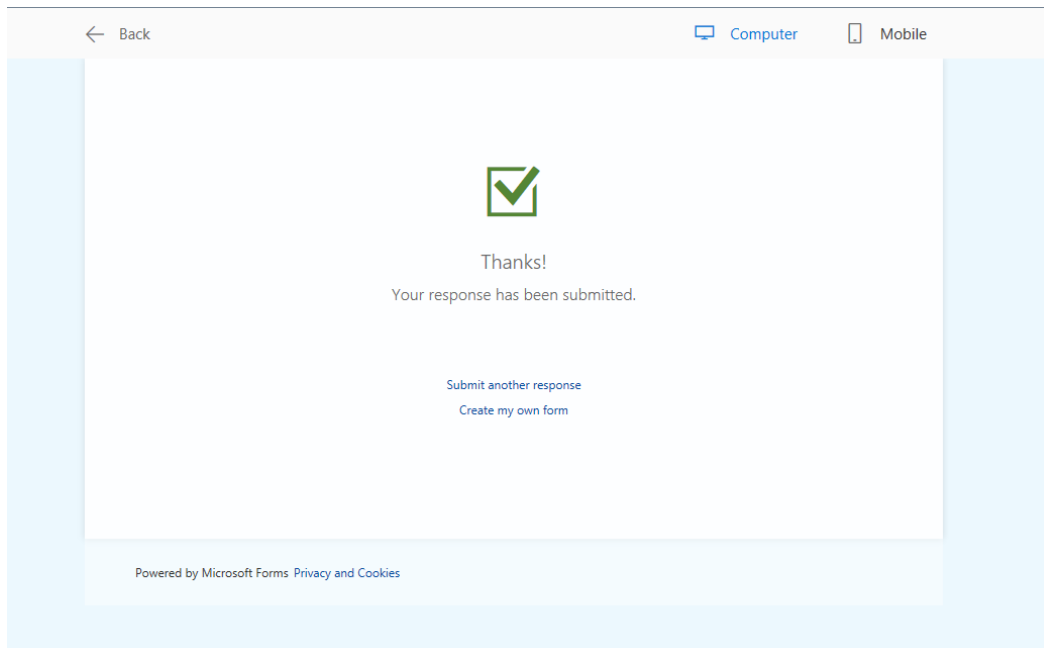
**Question 5:**

State any personal observations in this section. For example, “the learner has been late to class on a number of occasions on a Friday morning and I have noticed that they are much quieter now than at the start of the year”.

**Question 6:**

State what you have done as an immediate action. You may have taken the learner to Learner Services immediately or you may have taken the learner out of their class. Please add the details of any other members of staff that have helped you support the learner.

Once you have completed question 6, please scroll down to the bottom of the page and press **submit**. You will then see a thank you message, which will confirm that you have successfully submitted the form (see image below).



The Safeguarding Team may contact you for further information following receipt of the form.

**Appendix Two: Procedure for responding to a safeguarding issue. To be published in A3.**

**Procedure for Responding to a Safeguarding Concern**

This procedure applies to all scenarios.

What to do if a learner discloses to you.

1. Listen carefully to the learner, without judgement.
2. Do not ask leading questions; establish the key points that the learner is communicating.
3. Stay calm and do not show your emotions.
4. Reassure the learner but do not promise to keep the information confidential, you will need to share the information with a member of the Safeguarding Team.
5. Take note of the key facts (dispose of confidentially afterwards).
6. Confirm that you are taking the issue seriously and that your next steps will be to speak to the Safeguarding Team.
7. If the disclosure relates to a member of College staff, report the matter to Human Resources immediately.

In all cases of disclosure, you **MUST** complete the **Safeguarding Disclosure Form**, on the same day that the disclosure was made, by following the link from the homepage of the Staff Intranet.

In situations where you have concerns about the welfare or safety of a learner, but they have not disclosed anything to you, complete the **Safeguarding Disclosure Form**. Do not attempt to investigate the matter yourself.

**Remember**, you must not discuss the disclosure with your colleagues but you can talk to HR or your Line Manager if you are affected by hearing the disclosure.

In an urgent situation, take the learner directly to Learner Services and ask to speak to a member of the Safeguarding Team.

### The Safeguarding Team

Role	Name and Contact
Assistant Principal Quality and Learner Services <b>Designated Safeguarding Lead (DSL)</b>	Julia Gray <a href="mailto:juliag@calderdale.ac.uk">juliag@calderdale.ac.uk</a> Ext. 9117
Safeguarding Co-ordinator	Paul Hutchison <a href="mailto:paulhu@calderdale.ac.uk">paulhu@calderdale.ac.uk</a> Ext. 9819 Mobile: <b>07776 252381</b>
Manager of Learner Services and Admissions	Natalie Smith <a href="mailto:nataliel@calderdale.ac.uk">nataliel@calderdale.ac.uk</a> Ext. 615 Mobile 07545 419269
Learner Advisor	Majid Bokhari <a href="mailto:majidb@calderdale.ac.uk">majidb@calderdale.ac.uk</a> Ext. 9154
Assistant Learner Advisor	Michael Learoyd <a href="mailto:michaell@calderdale.ac.uk">michaell@calderdale.ac.uk</a> Ext. 9154
Head of HR and Workforce Development	Jonathan Hambling

Safeguarding and Safer Recruitment	<a href="mailto:jonathanha@calderdale.ac.uk">jonathanha@calderdale.ac.uk</a> Ext. 9369
First Aid	Ext 9000

**Safeguarding Emergency Contact Number: 07776 252381**