

exeter college



Child Protection and Safeguarding Policy and Procedures

SAFEGUARDING CHILDREN AND VULNERABLE ADULTS POLICY AND PROCEDURE

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1. Purpose

1.1

The purpose of this policy is to make a statement of intent and commitment to action on the part of the College in relation to the child protection and safeguarding aspects of its duty to safeguard and promote the welfare of children, young people and vulnerable adults. To this end, it is intended to:

- Ensure action that will contribute to the safeguarding of all young people.
- Raise awareness of the need to safeguard and protect children, young people and vulnerable adults and that everyone has a responsibility for safeguarding
- Indicate what action is to be taken in particular circumstances

1.2

This policy is one of a series in the College's integrated safeguarding portfolio and must be read in conjunction with the portfolio for fuller guidance and explanations. This policy supersedes all existing safeguarding and child protection policies. This policy is available on the Exeter College website and is available to all staff via the Policies pages on the Portal.

1.3

Safeguarding is not just about protecting children, young people and adults from deliberate harm, it relates to all forms of abuse including: (this is not a definitive list

- Neglect
- Physical Abuse
- Sexual Abuse (including Child Sexual Exploitation)
- Emotional Abuse
- Sexual Violence and Sexual Harrassment
- Child on Child Sexual Violence and Sexual Harassment
- Bullying (including all forms of Digital Abuse and Bullying)
- Domestic Violence and Abuse
- Radicalisation/Violent Extremism
- Honour Based Violence
- Forced Marriage
- Racist / Homophobic or Transphobic Abuse
- Online Exploitation and E-Safety
- Substance Misuse
- Female Genital Mutilation (FGM)...(this is not an exhaustive list)

1.4

The College also recognises it's responsibility under wider safeguarding to ensure that children, young people and vulnerable adults benefit from early help, and all college staff must be particularly alert to the potential need for early help for a child, young person and vulnerable adult who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised criminal 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 presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

1.5

The College takes seriously its responsibility to safeguard and protect the welfare of all children, young people and vulnerable adults in its care. It has a moral duty and statutory obligation under Section 175 of the Education Act 2002 to all children and young people under 18 years of age or vulnerable adults who attend Exeter College or are on the site (legitimately) for other reasons.

1.6

For the purpose of Safeguarding and Child Protection, this policy covers:

- All children and young people under 18 of age enrolled on full and part-time courses.
- 14-16 School link students
- Vulnerable Adults enrolled at the college
- Visitors to the College (under 18)
- Children attending the Exeter College Day Nursery (however, the Nursery has its own Safeguarding policies; procedures and DSL in place)
- Employees, apprentices, work experience students or volunteers who are under 18 years of age

1.7

For the purpose of Safeguarding Vulnerable Adults the following are included:

- All students classed as vulnerable adults over the age of 18 years (An adult at risk is defined by the Department of Health in the No Secrets Guidance (2000), as 'a person aged 18 years or over, 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'.

1.8

Exeter College also works with other agencies to protect children under the Children Act 2004 and Working Together to Safeguard Children 2018. This duty is to:

- Safeguard and promote the welfare of children, young people and vulnerable adults
- Work to provide an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected, and feel confident that any complaint, allegation or suspicion of abuse will be taken seriously
- Ensure that there are adequate procedures and arrangements within the college to identify, assess, make referrals and support children, young people and vulnerable adults who are suffering from harm.
- Work in partnership with parents and other agencies (e.g. Schools, Police, Social Care) to meet these obligations.
- Maintain a safe college environment for all.

1.9

The statutory guidance Working Together to Safeguarding Children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf covers the legislative requirements and expectations on individual services (including colleges) to safeguard and promote the welfare of children and young people. It also provides the framework for DSCBs to monitor the effectiveness of local services, including safeguarding arrangements in colleges.

1.10

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with the following government publications:

- 'Working Together to Safeguard Children' 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- Education Act, 2002
- 'What To Do If You Are Worried a Child Is Being Abused', 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Keeping Children Safe in Education 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

- Devon Children and Families Partnership Multi-Agency Child Protection Procedures
<http://www.proceduresonline.com/swcpp/devon/index.html>
- Information Sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Multi Agency Practice Guidelines : Female Genital Mutilation, 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- Section 11 Children Act, 2004
- Safeguarding Vulnerable Groups Act, 2006
- Devon Safeguarding Adults Board Guidance 2016/17
<https://new.devon.gov.uk/devonsafeguardingadultsboard/>
- Sexual violence and sexual harassment between children in schools and colleges 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- HM Government Prevent Duty Guidance for Further Education England and Wales, 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education_England_Wales_-_Interactive.pdf

1.11

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Devon Children and Families Partnership Board

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

1.12 Child Protection Statement

1.12.1

Safeguarding is not just about protecting children, young people and vulnerable adults from deliberate harm. It includes issues for FE Colleges such as student health and safety; bullying; racist or homophobic abuse; or any form of harassment and discrimination; meeting the needs of students with medical conditions; providing first aid; drug and substance misuse; educational and off site visits; intimate care; internet safety; issues which may be specific to a local area or population, for example

gang activity, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), radicalisation for violent extremism and college security, safer recruitment and employment practices.

1.12.2

Exeter College recognises the moral and statutory responsibility to safeguard and promote the welfare of all children, young people and vulnerable adults. We work hard to provide a safe and welcoming environment where young people and vulnerable adults are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children, young people and vulnerable adults receive effective support, protection and justice. The college recognises that all staff have a full and active part to play in protecting children, young people and vulnerable adults from harm and that the child's welfare is our paramount concern.

1.12.3

Exeter College takes seriously its responsibility under section 175 of the Education Act 2002 and section 11 of the Children Act 2004, to safeguard and promote the welfare of children and young people and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who are suffering harm.

2. Definitions

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of 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.
- **Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Staff** refers to all those working for or on behalf of the College, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Child** includes everyone under the age of 18.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Vulnerable Adult** refers to someone aged 18 or over: who is, or may be, in need of community services due to age, illness or a mental or physical disability. Who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation.
- **Designated Safeguarding Lead (DSL)** is the first point of contact for any member of the college staff who has a concern about the safety and wellbeing of a child, young person or vulnerable adult.
- **Deputy Designated Safeguarding Lead (DDSL)** the deputy is the first point of contact in the

absence of the DSL to avoid any unnecessary delays in responding to a child/young person's/vulnerable adult's needs.

- **Prevent** refers to the Government's strategy to prevent young people and vulnerable adults becoming radicalised
- **Prevent Single Point of Contact** is the person identified in the college as the point of contact for all prevent related incidents and concerns
- **Safeguarding Team** refers to the team of Level 3 Child Protection trained staff who support the DSL and DDSL in safeguarding and child protection across the whole college
- **LAC Designated Person** is the person who has responsibility for Looked After Young People
- **Abuse:** refers to a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

3 Policy

3.1

Exeter College's policy and procedures for safeguarding children, young people and vulnerable adults will be in line with Devon Children and Families Partnership Child Protection procedures

<https://www.devonchildrenandfamiliespartnership.org.uk/> and KCSiE and

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

Working Together to Safeguard children

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf statutory guidance.

3.2

The College will ensure that the Governors and Senior Management Team understands and fulfils its safeguarding responsibilities and recognises that it plays an important part of the wider safeguarding system for children and young people, as described in the statutory guidance [Working Together to Safeguard Children](#).

3.3

Under Section 175 of the Education Act 2002 the Governors of the College make arrangement to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of young people.

3.4

There is a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead (DDSL) who have undertaken level 3 Child Protection training and who update their training on a yearly basis as required by this position. Governing bodies and proprietors have ensured that the DSL is an appropriate senior member of staff, from the college leadership team, The designated safeguarding lead takes lead responsibility for safeguarding and child protection in the College.

3.5

There is a team of a further staff who will act as the College's cross-college Safeguarding Team, with specific responsibility for given areas of the College. These team members will have all undertaken Level 3 Child Protection training. This team will meet on a weekly basis to ensure the safeguarding of young people and vulnerable adults is constantly monitored and also for group supervision.

3.6 Policy Principals

- The welfare of the child, young person, vulnerable adult is paramount
- Safeguarding is everyone's responsibility
- All children, young people and vulnerable adults, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion, concern or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support
- All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a young person or vulnerable adult, staff members should always act in the interests of the child, young person/vulnerable adult.

3.7 Policy Aims

This Policy aims to:

- Provide all staff with the necessary information to enable them to meet their child protection and safeguarding responsibilities; remembering that "Safeguarding is everyone's responsibility"
- To ensure consistent good practice.
- To demonstrate the College's commitment with regard to child protection to student, parents and other partners.
- To support young people's development in ways that will foster security, confidence and independence.

- Raise awareness in all staff of the need to safeguard children, young people, and vulnerable adults, and of their responsibilities in identifying and reporting possible cases of abuse and vulnerability.
- To promote an environment in which young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance in KCSiE) and a single central record is kept for audit purposes.

3.8

The College recognises that it is an agent of referral and not of investigation. It is not the College's responsibility to investigate abuse. Staff should not extend an offer of confidentiality but should clearly inform the person that if information about abuse is disclosed there is a duty on staff to follow child Protection and Safeguarding reporting procedures.

4 Roles and Responsibilities

4.1

We understand that our responsibility to safeguard children, young people and vulnerable adults requires that we appropriately share any concerns that we may have about them with our multi agency partners, in line with the statutory guidance in '[Working Together 2018](#)' and [KCSiE 2018](#) and '[Information Sharing 2018](#)'

4.2

The College has a DSL and a DDSL supported by a Safeguarding team, who are responsible for the monitoring of child protection and safeguarding of students within the college. They act as a focal point for staff to discuss concerns and liaise with other agencies and professionals.

4.3 Key Staff

Key Staff		
The Senior Designated person for Safeguarding and Child Protection (DSL) is:	Jennie Hamilton	
Email: jenniehamilton@exe-coll.ac.uk	Tel: 400448	
The Deputy Designated Person (DDSL) is:	Nick Couzens	
Email: nickcouzens@exe-coll.ac.uk	Tel: 400212	
Safeguarding Team members are:	Nick Couzens	Foundation Learning and Health, Care and Public Services

	<p>Steve Elwell steveelwell@exe-coll.ac.uk</p> <p>Dave Tredgett davidtredgett@exe-coll.ac.uk</p> <p>Wendy Mugford wendymugford@exe-coll.ac.uk</p> <p>Gill Bassett gillianbassett@exe-coll.ac.uk</p> <p>Ian Biggar ianbiggar@exe-coll.ac.uk</p> <p>Sophie Coulthard sophieculthard@exe-coll.ac.uk</p>	<p>Construction and the Built Environment.</p> <p>Engineering, Aerospace and Automotive</p> <p>Sport Leisure and Tourism, Business and IT,</p> <p>Art and Design and Media and Performing Arts ,</p> <p>Hospitality, Hair and Beauty and English, Languages and the IB</p> <p>Humanities and Maths and Sciences</p>
The Single Point of Contact (SPOC) for Prevent is: Second contact is:	Jennie Hamilton Nick Couzens	
Designated persons for Domestic Violence and Abuse	Jennie Hamilton Hannah Robson	
Students in Residential Accommodation	Jennie Hamilton Nick Couzens	
The nominated Governor for Child Protection and Safeguarding is: The Deputy Child Protection and Safeguarding Governor is :	Emma Webber Bindu Arjoon	
The nominated Governor for Prevent is: The nominated Deputy Governor for Prevent is:	Emma Webber Bindu Arjoon	
Email: emmawebber@exe-coll,.ac.uk		

binduarjoon@exe-coll.ac.uk	
The Principal is:	John Laramy
Email johnlaramy@exe-coll.ac.uk	
The SLT Lead is:	Malcolm Walsh
Email malcolmwash@exe-coll.ac.uk	

4.4 The Role of the Designated Safeguarding Lead (KCSiE, 2018)

The DSL will be appropriately trained and this training will be regularly updated in line with statutory guidance, in order to carry out those functions necessary to ensure the ongoing safety and protection of young people and vulnerable adults. In the event of the long-term absence of the designated safeguarding lead, the deputy will assume all of the functions above.

The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection in the College;
- acts as a source of support and expertise in carrying out safeguarding duties for the whole college community;
- encourages a culture of listening to young people and taking account of their wishes and feelings;
- is appropriately trained and has regular updates to their training and will refresh their knowledge and skills at regular intervals but at least annually;
- will refer a child/young person/vulnerable adult if there are concerns about possible abuse, to the Multi Agency Safeguarding Hub
- will refer cases where a crime may have been committed to the Police as required.
- will refer cases in collaboration with the Head of HR where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- as required, and with the support of the Head of HR liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child/young person/vulnerable adult even if there is no need to make an immediate referral;
- will act as a point of contact with the three safeguarding partners;
- will liaise with the Principal to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with staff (especially tutors, support staff, the College nurse, the Head of ILT and SENCO or the named person with oversight for SEN in a college) on matters of safety and

safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

- act as a source of support, advice and expertise for all staff.
- will with the support of the College's DPO ensure that all Child Protection records are kept confidential, stored securely and are separate from student records, until the student's 25th birthday or for 7 years after they complete their education at the College, in line with statutory guidance
- will ensure that when a student leaves the College early to join a different college/6th form, their child protection file is passed to the new provider (ensuring secure transit) and that confirmation of receipt is obtained;
- in addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a young person leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- has a working knowledge of DCFP (Devon Children and Families Partnership) Child Protection procedures;
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- will ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to the MASH Team;
- will ensure that all staff sign to say they have read, understood and agree to work within the College's child protection policy, staff code of conduct and Keeping Children Safe in Education Part 1 2018 and ensure that the policies are used appropriately;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- will refer cases to the Channel programme where there is a radicalisation concern as required; and support staff who make referrals to the Channel programme;
- will organise child protection and safeguarding training , regularly updated training and a minimum of annual updates for staff and will keep a record of attendance and with the Head of HR address any absences;
- will contribute to and provide, with the Principal and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at Devon County Council;
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;

- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputy, are clearly advertised in the College.
- will ensure the college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

For further detail see 'Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf page 89 - The Role of Designated Lead

4.6 The Deputy Designated Safeguarding Lead

The DDSL is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the Deputy will assume all of the functions above.

4.7 The Role of the Governing Body

4.7.1 The Governing body ensures that:

- the College appoints a DSL for child protection who is a member of the College 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
- the College has a child protection policy and relevant procedures in place, including a staff code of conduct, that is consistent with statutory requirements, reviewed annually and made available publicly on the College's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal or Chair of Governors or another governor and allegations against other young people
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- there is a training strategy that ensures all staff, including the Principal, receive information about the College's safeguarding arrangements, staff code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any statutory requirements.
- the DSL receives refresher training at two-yearly intervals.

- ensures that all staff, including temporary staff and volunteers are provided with access to the College's child protection policy and staff code of conduct and KCSiE Part 1
- ensures that the college contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how students may be taught about safeguarding, including radicalisation and digital safety as part of a broad and balanced curriculum.

4.7.2

The governing body will nominate a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal.

4.7.3

It is the responsibility of the governing body to ensure that the College's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and national guidance.

4.8 The Role of the Principal

The Teacher Standards 2012 state that teachers, including Head teachers and Principals should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. To this end the Principal will:

- ensure that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and Deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaise with the designated safeguarding lead and the head of HR where an allegation is made against a member of staff
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4.9 The Role of all College staff

4.9.1

Safeguarding is everyone's responsibility

Everyone who comes into contact with children, young people and their families has a role to play in safeguarding. College staff are particularly important as they are in a position to identify concerns early and provide help for children, preventing concerns from escalating. Teachers, including the Principal, must safeguard children, young people and vulnerable adult's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

4.9.2

All Exeter College staff should identify children that may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's/young person's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment

4.9.3.

Anyone who has a concern about a child/young person's welfare should ensure a referral is made to the Multi Agency Safeguarding Hub (MASH). In the first instance staff should discuss any potential referral with the designated safeguarding lead, who in most instances would make any referral. Staff may be required to support social workers and other agencies following any referral.

4.9.4

Staff Code of Conduct - All staff will be made aware of the College's Staff Code of Conduct and are required to sign this.

4.9.5

Best Practice - To meet and maintain our responsibilities towards children, young people and vulnerable adults, we have a Code of Conduct for all staff. The Code of Conduct and Child Protection training informs staff of what is best practice – this includes:

- treating all learners with respect
- setting a good example by conducting themselves appropriately
- involving learners in decisions that affect them
- encouraging positive, respectful and safe behaviour among learners
- being a good listener
- being alert to changes in learners' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse

- reading and understanding the College's child protection policy, staff code of conduct and guidance documents on wider safeguarding issues (Part 1 Keeping Children Safe in Education 2018)
- being aware that the personal and family circumstances and lifestyles of some learners lead to an increased risk of abuse
- referring all concerns about a learner's safety and welfare to the DSL, or, if necessary directly to police or children's social care

4.9.6

Staff are expected to familiarise themselves with the College's Whistle blowing policy and know what to do where there are concerns about the behaviour of member of staff.

4.9.7

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The College's whistleblowing policy <http://portal.exe-coll.ac.uk/sites/leadership/Policy%20Register/Whistleblowing%20Policy.docx> supports staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

4.9.10

All concerns of poor practice or possible child abuse by colleagues should be reported to the DSL or Head of People. Complaints about the Principal should be reported to the Chair of Governors.

4.10 Allegations against staff

4.10.1

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf Page 51

4.10.2

Allegations concerning staff who no longer work at the school, or historical allegations will be reported as appropriate to the LADO and/or police.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL or DDSL in their absence, who will inform the Head of People (HR).

4.10.3

The Head of People (HR) on all such occasions will discuss the content of the allegation with the DSL and if necessary the Local Authority Designated Officer for Child Protection, in line with Statutory guidance in *Keeping Children Safe in Education, 2018*

4.10.4

Procedures to ensure the safety of the young person and the member of staff will always be followed. We will take advice on what action to take in any individual case, in consultation with HR, the Senior Leadership Team and the LADO where appropriate.

4.10.5

A young person may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

4.10.6

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that young people are protected. In the event of suspension the college will provide support and a named contact for the member of staff

4.10.7

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites

4.10.8

Allegations concerning staff who no longer work at the college, or historical allegations will be reported using the appropriate procedures.

4.10.9

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way.

Complaints are managed by senior staff, the principal and governors. An explanation of the complaints

procedure is included on the college website, and students receive information on the complaints procedure in the Student Planner. It is also highlighted during a student's induction to college

4.10.10

Complaints which escalate into a child protection concern will automatically be managed under the College's child protection procedures.

4.11 Staff training

4.11.1

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. This training should then be updated regularly and all staff should receive updates at least annually.

4.11.2

New staff and governors will receive Child Protection training as part of their induction, which includes being sent a link to 'Keeping Children Safe in Education Part 1' 2018's the child protection policy and staff code of conduct. All staff, including the DSL, Principal and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, and website access and staff meetings throughout the year.

4.12 Abuse of Positions of Trust

4.12 .1

All college staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. This is emphasised in the level 1 Child protection training and in the staff Code of Conduct.

4.12.2

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

4.12.3

The College provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff are asked to follow the guidelines set out in 'Guidance for safer working practice for those working with children and young people in education settings, Oct 2015', which can be found on the portal.

4.12.4

The College provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with young people. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

4.12.5

The College's Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

4.12.6

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document '*Guidance for safer working practices for those working with children and young people in education settings (2015)*' provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse. Safeguarding in education is a part of the Staff development programme.

5 Safer Recruitment

5.1

Our College complies with the requirements of Keeping Children Safe in Education (DfE 2018) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf page 29 and the DCFP Child Protection procedures by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The College's Staff Recruitment procedures set out the process in full. At least one member of each recruitment panel will have attended safer recruitment training.

5.2

All relevant staff (involved in early year's settings including the staff at the College Nursery) are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the College. The Nursery has its own DSL and Policies and procedures in place.

5.3

The College obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked. The College maintains a single central record of recruitment checks undertaken.

5.4

Volunteers, including governors will undergo checks commensurate with their work in the College, their contact with students and the supervision provided to them. Under no circumstances must a volunteer who has not been appropriately checked be left unsupervised.

5.5

Contractors. The College checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance.

6 Site Security

6.1

All visitors to the College, including contractors, are asked to sign in and are given a coloured lanyard, which confirms they have permission to be on site. Parents who are simply delivering or collecting their young person from reception or college car parks do not need to sign in, unless they are going into buildings.

6.2

All visitors are expected to observe the College's safeguarding and health and safety regulations and will be made aware of the College's safeguarding statement and information on arrival. Copies are in all receptions.

7 Photography and images

7.1

The vast majority of people who take or view photographs or videos of children and young people do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

7.2

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

Off Site Activities

8.1

All extended and off site activities must be subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended activities are provided by and managed by the College, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

8.2

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place in line with our policy.

8.3 Residential Offsite Settings

Many courses may involve an element of offsite residential activity in their programme. Where an offsite residential activity takes place, staff must observe the following safeguarding guidance as a minimum:

- Staff must always ask for permission to enter the bedrooms of young people and only with good reason.
- Conversations should be conducted from the open doorway and where possible include both male and female members of staff.
- Staff must ensure that they do not enter a bedroom when to do so would mean they would be alone with a young person.
- The relaxed social atmosphere often found in residential centres could lead to a young person making a disclosure to staff regarded as a trusted adult. The young person should be listened to and Exeter College policy and safeguarding procedures should then be followed. The DSL should be contacted when staff are concerned about a student or if a disclosure has been made.
- There should always be male and female members of staff present on any residential or offsite activity which involves overnight stays and mixed gender groups.
- When young people are changing and showering, staff must not enter bathrooms or changing areas. If there is an immediate safeguarding or health and safety concern about a young person then it should be a member of the appropriate sex who attends.

8.4 College Residential Accommodation Settings

The College has both Residential Accommodation and Homestay Accommodation and these are regulated under the DfE [Further Education Minimum Standards for Residential Accommodation 2018](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/701019/FE_Residential_Accommodation_National_Minimum_Standards.pdf) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/701019/FE_Residential_Accommodation_National_Minimum_Standards.pdf and inspected under the Social Care Common Inspection Framework 2017.

8.5

We recognise that there are additional safeguarding and wellbeing measures that need to be considered with residential settings, as young people are living away from home and are therefore more vulnerable. These are considered in the College's [Residential Accommodation Standards](#).

All documentation relating to Residential Accommodation is located on the College's Portal and securely on CPOMS.

8.6

Child Protection and Safeguarding procedures for learners in Residential Accommodation follow the College's main Safeguarding and Child Protection policy and procedures. However, there is additional guidance for staff working in residential accommodation about safeguarding and wellbeing of learners living in accommodation; including procedures for out of hours safeguarding concerns and student/parent and staff handbooks: these can be found on the College's Residential portal site.

9. Child Protection Procedures

Recognising Abuse

9.1.

Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children and young people may also turn to a trusted adult in college when they are in distress or at risk. It is vital that all college staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The College will always act on identified concerns.

9.2

All staff have a duty to read the summary - [Part One of the Keeping Children Safe in Education 2018](#) guidance. Staff will be sent this summary prior to them attending Safeguarding and Child Protection training and they must sign to say they have read this guidance. Copies can be found on the safeguarding portal, the college website, with HR and the DSL.

9.3

'What to do if you're worried a child is being abused 2015'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf - Advice for Practitioners, is non statutory advice which helps practitioners (everyone who works with children and young people) to identify abuse and neglect and take appropriate action. College staff can find copies of this on the safeguarding portal and will also be sent an electronic copy by HR on commencing their employment and prior to receiving Child Protection and Safeguarding training.

9.4

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or

neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

9.5

Types of abuse and neglect All Exeter College staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

9.6

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

9.7

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

9.8

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

9.9

Sexual abuse: including Child Sexual Exploitation – redefined as a form of Sexual Abuse (February 2017 – guidance in link below)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf) : involves forcing or enticing a child or young person to take part in sexual activities, 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.

9.10

Child Sexual Exploitation (CSE): 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.

9.11

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

9.12

Domestic violence and abuse: 2018 definition. The cross-government definition of Domestic Violence and Abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, and emotional.

9.13

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

9.14

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. *This is not a legal definition.*

Definitions taken from Keeping Children Safe in Education 2018 and Guidance on Domestic Violence and Abuse from the Home Office <https://www.gov.uk/guidance/domestic-violence-and-abuse>

10 Bullying

10.1

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress and sometimes can lead to self-harming behaviours. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

10.2

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the college and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures. A link to the College's Anti-Bullying policy is here <http://portal.exe-coll.ac.uk/sites/leadership/Policy%20Register/Anti-bullying%20Policy.docx>

11 Children with sexually harmful behaviour (Peer on Peer Abuse)

11.1

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the college's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

11.2

The management of children and young people with sexually harmful behaviour is complex and the College will work with other relevant agencies to maintain the safety of the whole College community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL/DDSL as soon as possible.

12 The Sexual Exploitation of Children

12.1

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

12.2

The College includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

12.3

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Safeguarding Team.

12.4

The College will engage with and make referrals to the MACSE process and the REACH Team when and where appropriate and make an enquiry to MASH for any child that goes missing, where there are significant concerns and if they are not known to Children's Services.

13 Female Genital Mutilation

13.1

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

13.2

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so college staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female student about going on a long holiday during the summer vacation period

13.3

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

<https://www.gov.uk/government/collections/female-genital-mutilation>

13.4

There is a mandatory reporting duty for teachers for FGM. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

14 Forced Marriage

14.1

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

14.2

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

14.3

Children may be married at a very young age and well below the age of consent in England. College staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

14.4

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. <https://www.gov.uk/guidance/forced-marriage>

15 Honour-Based Violence

15.1

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

15.2

One Chance Rule. Staff will be made aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a student who is a potential victim and have just one chance to save a life.

16 Radicalisation and Extremism

16.1

The Prevent Duty -The DSL is the designated Single Point of Contact (SPOC) for the College in matters relating to Prevent. Working with the SLT Lead, the Safeguarding team and the Governor with Responsibility for Safeguarding, the DSL will ensure that the College is compliant with its specified duty, as laid down in the Government's Counter Terrorism and Security Act 2015 and the HM Government Prevent Guidance for England and Wales 2015. The DSL, DDSL, the Safeguarding team, SLT, CLT and Safeguarding Governor have all received training from the Home Office on our duties under Prevent and also on how to recognise, refer and support young people who are at risk from, or who are being radicalised.

16.2

The College recognises that it has a responsibility in the exercise of its functions, to refer on any concerns it may have relating to potential or actual radicalisation and extremism to the Local authority partners, who are leading on Prevent: The Police, The Local Children's Safeguarding Board and the Local Authority Channel panel.

16.3

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

16.4

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and colleges should also remain alert to the risk of radicalisation into white supremacy extremism.

16.5

All College staff receive training to help to identify signs of extremism. Opportunities are provided in the tutorial and general curriculum to enable students to discuss issues of religion, ethnicity and culture and the College follows the DfE advice in Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Colleges (2014)

16.6

Further information on Preventing Radicalisation' has been included in Keeping Children Safe in Education 2018) in line with: [Prevent Duty Guidance: for England and Wales](#), published in March 2015 as part as the UK's Counter Terrorism strategy. (P.10-15 for colleges, registered childcare providers and further education).

16.7

[The Prevent Duty](#), Departmental advice for colleges and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Head teachers / Principals, Designated Safeguarding Leads and college staff. The document clarifies what the *prevent* duty means for colleges and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Colleges.pdf

17 Death of a young person

17.1

If a young person dies whilst at Exeter College the DSL or the DDSL and the Manager or Deputy of the Management Information System will follow the 'Death of a Student Procedure' to ensure that the situation is handled as sensitively and efficiently as possible to cause least possible distress to all concerned.

17.2

The welfare team will ensure that all students who are affected by the death are offered pastoral support. The welfare team will liaise with the appropriate tutor and faculty to ensure that the parents'/guardians' wishes are respected. The DSL and/or the DDSL will ensure that any serious case review documentation that may be required is complete and available when and if requested

18 Indicators of abuse

18.1

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

18.2

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss college, arrive late or leave the college for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their college work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'
- (this is not an exhaustive list)

18.3

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. The Safeguarding team will use the Devon's Threshold Tool, when making an assessment as to whether to refer a concern to the MASH. It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

19 The Impact of Abuse; Taking Action and Information Sharing

19.1

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

"Any child, in any family in any school or college could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

19.2

Taking Action: Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

19.3

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre; they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the student if they are OK or if they can help in any way.

19.4

It takes a lot of courage for someone to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

19.5

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

19.6

- During their conversations with the student, staff will:
- allow them to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- be reassuring
- not be afraid of silences – staff must remember how hard this must be for the student
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too. Can ask TED questions: Tell me.... Explain..... Describe.....
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a person who has been abused
- avoid admonishing the individual for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- do tell the student what will happen next.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up the conversation as soon as possible on the safeguarding referral form and hand it to the designated person
- seek support if they feel distressed

19.7

Staff should complete a referral form through their CPOMs account at

<https://exetercollege.cpoms.net/auth/identity?origin=https://exetercollege.cpoms.net/>

If they do not have access to the internet, staff should use the Safeguarding Referral form found on the Portal (<http://portal.exe-coll.ac.uk/departments/stew/safeguarding/Pages/Welcome1.aspx>) to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL. All sensitive information and the chronology will be recorded on the CPOMS system.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

19.8

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL/DDSL/Member of Safeguarding Team will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

19.9

The DSL/DDSL/Member of Safeguarding Team will make an enquiry to the MASH if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child. College procedure must be followed at all times and all concerns and actions will be recorded on the CPOMS system.

19.10 Information Sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, we recognise the importance of information sharing between practitioners and local agencies.

Statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf states that college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

It is important that we are all aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

19.11

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

19.12

Staff should only discuss concerns with the DSL, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis in line with statutory guidance given in [Information Sharing 2018 and Keeping Children Safe in Education \(2018\)](#)

19.13

Child protection information will be stored and handled in line with the Data Protection Act 2018 , Information Sharing 2018 and Keeping Children Safe in Education Statutory guidance 2018 and is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

19.14

Information sharing decisions will be recorded and following consultation with the DPO, whether or not the decision is taken to share.

19.15

Safeguarding Referral forms and other written information will be stored in a locked facility and any electronic information will be secure password protected and only made available to relevant individuals on a need-to-know basis. Learners' chronologies will be stored on the secure CPOMS system.

19.16

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from a student's college file.

19.17

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the college or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

19.18

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.

19.19

If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL, who will consult with the College's Data Protection Manager.

19.20

The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child or support a criminal investigation.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

20 Looked After Children; Care Leavers

20.1

The most common reason for children becoming looked after is as a result of abuse or neglect. The College ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

20.2

The designated Looked After Young Persons Lead has overarching responsibility for LAC; Care Leavers and young people who live independently from their parental home supported by the DSL. The Welfare Lead will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The designated lead for looked after children works with the virtual school head to discuss how Guaranteed Bursary funding can be best used to support the progress of looked after children in the College and meet the needs in the young person's personal education plan.

21 Private Fostering

21.1

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential college, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

21.2

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that colleges are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

21.3

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

22 Young People staying with host families

22.1

The College may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the college follows the guidance in *Keeping Children Safe in Education (2018)*, Annex E to ensure that hosting arrangements are as safe as possible.

22.2

International students may reside with host families during college terms and we follow the FE Residential Accommodation Minimum Standards to ensure that we are compliant with the standards.

23 Children, young people, adults who may be particularly vulnerable to abuse

23.1

Some children and young people may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's/young person's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

23.2

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our students receive equal protection, we will give special consideration to children, young people and vulnerable adults who are:

- disabled or have special educational needs
- young carers
- living in a domestic abuse situation
- have a parent in prison
- have a parent with mental health issues
- affected by parental substance misuse, domestic violence or parental mental-health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living a transient lifestyle
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language

- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

23.3

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

23.4

Missing children and young people. A child/young person going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The College will monitor absence and take appropriate action, particularly where young people go missing on repeated occasions and/or are missing for periods during the College day.

23.5

Children attending the College under the 14-16 programme who miss college sessions should always be reported as not attending college to the school they are on roll at. This is the responsibility of the tutor/lecturer who has the child in their class.

24 Work Experience

The College has procedures to safeguard students undertaking work experience and /or voluntary work; including arrangements for checking people who provide placements and supervise students on work experience and in volunteering programmes which are in accordance with statutory guidance in *Keeping Children Safe in Education (2018)*.

25 Digital Safety

The College takes its responsibility to ensure that students are safe online and receive appropriate information on keeping themselves safe, as part of their induction to the College and throughout the academic year. Information on 'Online' safety is regularly reviewed.

Please refer to the College's e-safety policy for further details

<http://portal.exe-coll.ac.uk/departments/stew/safeguarding/Pages/Welcome1.aspx>

26 Youth produced sexual imagery (sexting)

26.1

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given young people the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

26.2

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

26.3

All incidents of this nature should be treated as a safeguarding concern and in line with the guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'

26.4

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

26.5

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

26.6

The DSL/DDSL or member of the Safeguarding team should hold an initial review meeting with appropriate staff and subsequent interviews with the young people involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

An Immediate referral at the initial review stage should be made to MASH/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

26.7

If none of the above apply then the DSL will use their professional judgement to assess the risk to those involved and may decide to respond to the incident without escalation to MASH or the police.

26.8

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the young person in the imagery;
- the young person is more vulnerable than usual i.e. at risk;
- there is a significant impact on the young people involved;
- the image is of a severe or extreme nature;
- the young person involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the young person have been involved in incidents relating to youth produced imagery before.

26.9

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the College.

27 Building resilience and promoting positive behaviour

27.1

Helping children and young people to keep themselves safe is a vital part of protecting them from harm. Students will be taught to understand and manage risk through our tutorial programme and through all aspects of college life. Our approach is designed to help young people to think about risks they may encounter and to build personal resilience and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all young people and promote sensible behaviour rather than fear or anxiety.

27.2

Behaviour is intrinsically linked to safeguarding and at the College students are taught how to conduct themselves and how to behave in a responsible manner. Students are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The College continually promotes the values of Mutual Respect and Tolerance. All students are encouraged to speak to a member of staff about any worries they may have.

27.3

All students will be made aware of and asked to sign the Student Agreement and Code of Conduct as part of their induction to the College. The Student Agreement and Code of Conduct includes an agreement to abide by the rules of the 'Safe use of IT' and is linked to the student Agreement and Code of Conduct and the College's Conduct and Support process.

27.4

All teaching and support staff should be aware of their duty to challenge inappropriate behaviour in the College in order to safeguard all students and staff.

28 Support for those involved in a child protection issue

28.1

Any form of abuse is devastating for the child/young person and can also result in distress and anxiety for their family and friends and for College staff who become involved.

28.2

We will support students and their families by:

- taking all suspicions and disclosures seriously
- nominating a link person (usually from the safeguarding team) who will keep all parties informed and be the central point of contact

- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies
- listening to the child/young person

28.3

We recognize that staff who have become involved with a child/young person /vulnerable adult who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful or upsetting.

28.4

We will support such staff by providing an opportunity to talk through their anxieties and to seek further support. This could be provided by, for example, the occupational health nurse and/or the College Safeguarding Team.

29 If a student discloses abuse to a member of staff

29.1

It takes a lot of courage for someone to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

29.2

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

29.3

During their conversations with the students staff will:

- allow them to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the student
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student’s mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe.....
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next. The student may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the record of concern form and hand it to the designated person
- seek support if they feel distressed
- record disclosure/ concerns on CPOMS

29.4

The College will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL/DDSL/Member of Safeguarding Team will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

30. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the chair of governors are all unavailable.
- they are convinced that a direct report is the only way to ensure the student's safety.
- for any other reason they make a judgement that direct referral is in the best interests of the child.

31. Monitoring, Review and Evaluation of the Child protection and Safeguarding policy and procedures

The Senior Leadership Team and Governors of Exeter College are responsible for ensuring the regular review of this policy. It will be reviewed on an annual basis in September.

32. Related safeguarding portfolio policies and procedures

Anti-Bullying Policy

Data Protection Policy

Support and Conduct procedures

Educational Visits Policy

Equality & Diversity Policy

E-safety Policy

Fitness to Study Policy

Health and Safety Policy

Intimate Care policy

Learner Medical Disclosure and Administration of Medication Policy

Substance Misuse Policy

Tutorial Policy

Visiting Speakers and Organisations Policy

Letting of Premises Policy

Whistle Blowing Policy

Appendix 1. MASH Referral Details

Making a MASH enquiry (for professionals)

An enquiry should be made to the MASH when you have safeguarding concerns that may require children's social care involvement.

Before making an enquiry

Before making a MASH enquiry you need to consider if the child or young person's needs can be met by services from within your own agency, or by other professionals already involved with the family. You can contact the Early Response Service for support and guidance about the Devon Assessment Framework.

We know that it is sometimes difficult to decide the appropriate point of intervention. To help you to determine levels of need when making your own assessment we have developed some [multi-agency threshold descriptors](#).

If you are a professional, before making the enquiry you should always inform the parent of your concerns and that you will be making a MASH enquiry and whenever possible seek their consent, except where a child is considered to be at risk of harm and you believe that seeking parental consent may increase this risk. If you are unsure about thresholds or seeking consent please seek advice from your line manager.

When to make an enquiry

Enquiries should be made when your assessment (including DAF) has identified needs which can only be met through specialist services at Level 3 – acute. In some cases, multiple identified needs under Level 2 – complex (using the threshold matrices) will need specialist services.

You can talk about this with social care practice managers based in the MASH and any decision reached should be clearly recorded by the agencies involved.

How to make an enquiry

Complete the [multi-agency enquiry form](#) in as much detail as possible. The information you provide will support threshold decisions and contribute to a single assessment or DAF if this has not been done already.

Urgent enquiries

If you believe that urgent action is needed because, for example, a child is in immediate danger or needs accommodation, phone the MASH on 0345 155 1071 and give as much information as you can. Your information will be passed immediately to a manager who will decide the action needed and will normally respond to you within one hour. You must follow up your telephone call by sending a completed referral from to the MASH within 48 hours. Email the form to mashsecure@devon.gcsx.gov.uk or post it to:

Multi-Agency Safeguarding Hub
PO Box 723
Exeter
EX1 9QS

Appendix 2. Safeguarding Referral Using CPOMS information

All safeguarding incidents and concerns must be reported as soon as possible using the College's online reporting system CPOMS (Child protection Online Management System)

How to make a Safeguarding referral using CPOMS

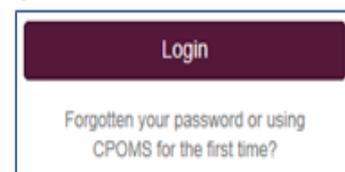


CPOMS is a market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Every member of staff across the college has an obligation to report any concerns which they may have. CPOMS allows them you to record your concerns and information in a central repository and have relevant people alerted immediately. CPOMS can be accessed from wherever you have an internet connection.

How to make an electronic safeguarding referral using the Colleges online system CPOMS

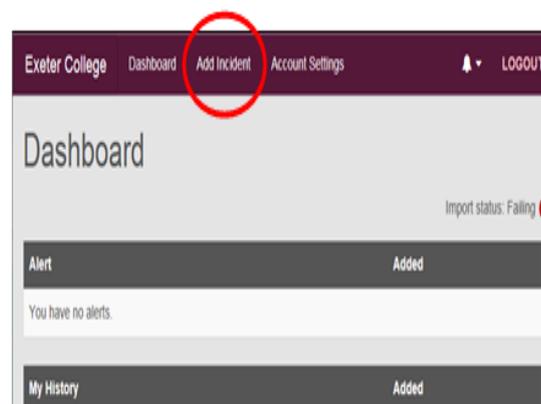
for the first time:

1. On the portal click onto the Student Experience icon
2. Once on the main page click onto the CPOMS button on the right hand side
3. Click on 'Forgotten your password or using CPOMS for the first time'
4. Type in your College email address and click 'Reset Password'
5. This will then send you a link to your email address where you can create your CPOMS password



Following setting up a CPOMS Account

1. Once you have Logged in
2. You will see this screen (right), click on 'Add Incident' to make a safeguarding referral
3. Type the students name and double check their student number in the brackets to ensure you are making the referral for the right student
4. Detail the incident
5. Choose the category (or more than one) which you feel best represents the incident (do not worry if you are not sure, the Safeguarding Team will change it if applicable)
6. Add any linked students who have also been involved in the incident and double check their student number in the brackets to ensure you are making the referral for the right student ***By linking a student this will copy the incident to all students selected.**
7. Alert your Safeguarding Team member by clicking on their Name (for most students the Safeguarding team member will be automatically alerted)
8. Upload any relevant documents/files/images
9. Click add incident – your referral will then be made and will be picked up by the Safeguarding Team



Following submitting your referral You will be able to see your referral history showing when you have made a referral and for which students within the last 7 days

You may be sent an 'alert' through your College email from a member of the Safeguarding Team letting you know the outcome of the referral or if any actions need to be followed up. If you have been sent an 'alert' please click on the word 'Incident' to view the alert. Once you have read the 'alert' please click 'mark as read' and include an action by clicking 'add action' if applicable.

For any help or for more information please email nickcouzens@exe-coll.ac.uk or jenniehamilton@exe-coll.ac.uk



Exeter College Safeguarding and Child Protection Procedures

Safeguarding is everyone's responsibility

React	Respond	Record	Report	Review
<p>You have a concern regarding the safety of a student</p> <p>A young person discloses a concern about their own/friend's safety</p> <p>You have a duty to react</p>	<ul style="list-style-type: none"> -Listen -Don't offer confidentiality -Explain you will have to pass this information on to the Safeguarding Team -Be supportive -Don't show shock or disbelief -Don't ask leading/investigative questions -Reassure them they have done the right thing 	<p>Make a factual record of what you've been told, record what is said verbatim.</p> <p>Don't give your opinions</p> <p>Record any non-verbal behaviours</p> <p>Pass your hand-written notes to the safeguarding team – They may be needed as evidence.</p>	<p>Complete a <u>CPOMS Referral</u></p> <p>Contact the DSL/DDSL/Safeguarding Team Member directly in an emergency.</p> <p>If the student is at immediate risk of harm dial 999</p> <p>If the disclosure relates to a member of staff speak directly with the DSL/Head of HR only.</p>	<p>Ensure follow up support is in place for the young person and yourself if necessary by speaking with the safeguarding team.</p>

What happens next?	
<p>Incidents are reviewed by the Safeguarding Team as they arrive through CPOMS. A decision is made on the appropriate Action to be taken</p>	<p>if the incident meets the threshold it will be referred to the relevant external agency.</p> <p>This could be (E.g.):</p> <p>MASH, Police, Prevent, MACSE, YSmart, YES, CAMHS, LADO</p>
<p>All students will be supported as appropriate by the college Tutoring, Welfare and Safeguarding Teams</p>	

Jennie Hamilton – DSL	Nick Couzens – DDSL – FLS & HCP	Wendy Mugford – ST – SPO & BIT	Ian Biggar – ST – HRB & ELB	Sophie Coulthard – ST – HUM & MAS
Gill Bassett – ST – MPA & AD	Steve Elwell – ST – CON	Dave Tredgett – ST – EEA	Hannah Robson – Welfare Lead	Rosa Brown – College Nurse

Sept 18 NC

Appendix 4. Child Sexual Exploitation – Minimum Expectations Colleges and Post 16 Education settings

Regular CSE awareness raising training/briefing for all staff, which ensures staff are warned of the danger of making value judgements about students' behaviour (behaviour is the manifestation of something happening)

Named lead for CSE (the DSL)

CSE report included in annual report to Governors

Evidence monitoring and evaluation by Governing Body and SLT

Information on CSE essential at induction

Young people are consulted and have input through the Learner Voice

All colleges to have an e.safety/ cse section on their website for students, parents and staff

Tutorial curriculum that provides suitable information on

Personal safety – including CSE and Drugs and alcohol

Online safety

Citizenship

Engagement with other agencies

Colleges to be held to account by DSCB/DCC for not completing or non-compliance on safeguarding audit or non-attendance at ICPC, core group meetings – sanctions imposed

Providing information for parents to include CSE and e-safety

Robust transition packages

Identification of vulnerable students

Recording of actions and outcomes

Building resilience and empowering young people to

Be able to make choices, say No...

Robust intimate care procedures that are appropriate respectful and minimise the potential for desensitisation

All students have access to advocacy

Appendix 5. Glossary

Word	Definition
DCFP	Devon Children and Families Partnership
LSCB	Local Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
MACSE	Missing and Child Sexual Exploitation
PSHE	Personal, Social, Health Education
DBS	Disclosure and Barring Service
DAF	Devon Assessment Framework
SRE	Sex and Relationship Education
REACH	Reducing Exploitation and Absence from Care or Home
DfE	Department for Education
SMCS	Spiritual, Moral, Social and Cultural Education
SEN	Special Educational Needs
FGM	Female Genital Mutilation
CSE	Child Sexual Exploitation
ICPC	Initial Child Protection Conference
EY	Early Years
KS	Key Stage
FE	Further Education
SLT	Senior Leadership Team
LADO	Local Authority Designated Officer
DSL	Designated Senior Lead
DDSL	Deputy Designated Senior Lead
SMCS	Spiritual, moral, cultural, social and education
KCSiE	Keeping Children Safe in Education
Early Help	Multi-Agency support for families and children

33 Equality Analysis

33.1 Is your policy equality- relevant?

If yes, please list which groups of people will be affected by this policy.

All members of Exeter College. The policy raises awareness of Child protection and Safeguarding signs, symptoms and procedures with all staff and ensures that training informs and alerts staff to the set procedures and

33.2 How have you involved people from minority groups who may be affected by this policy?

Describe any activities such as conversations, interviews, feedback or plans to do this in the future.

The Policy aims to keep all minority groups safe and follows guidance from Keeping Children Safe in Education 2016 and Working Together to Safeguard Children 2015 about minority groups. We consult with students via our student surveys and Learner Voice processes.

33.3 What evidence have you considered?

Evidence from Safeguarding Data collected over 2015-16

Relevant legal requirements set out in the associated documentation listed above

Evidence and advice from the LCSB

Targets met as part of the annual safeguarding audit

Feedback from Student Learner Voice and Surveys

33.4 How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?

Characteristic	How does your policy help fulfil the public sector duty? What Equality issues have you addressed?
Age	Safeguards children and vulnerable adults, regardless of age
Disability	Disabled children are 4x more likely to be abused, therefore particular support is offered for our students with additional needs
Gender	Safeguarding young people regardless of their gender
Pregnancy & maternity	Wellbeing Team liaise closely with pregnant students
Race	Safeguarding people of all races, religions and beliefs
Religion and belief	
Sexual orientation	All young people regardless of their sexual orientation or gender status receive safeguarding support and advice
Transgender	

33.5 Describe any potential adverse impacts that may arise as a result of the policy.

None