

Hadlow College

**Child and Vulnerable Adult
Protection Policy and Procedures
2018/19**

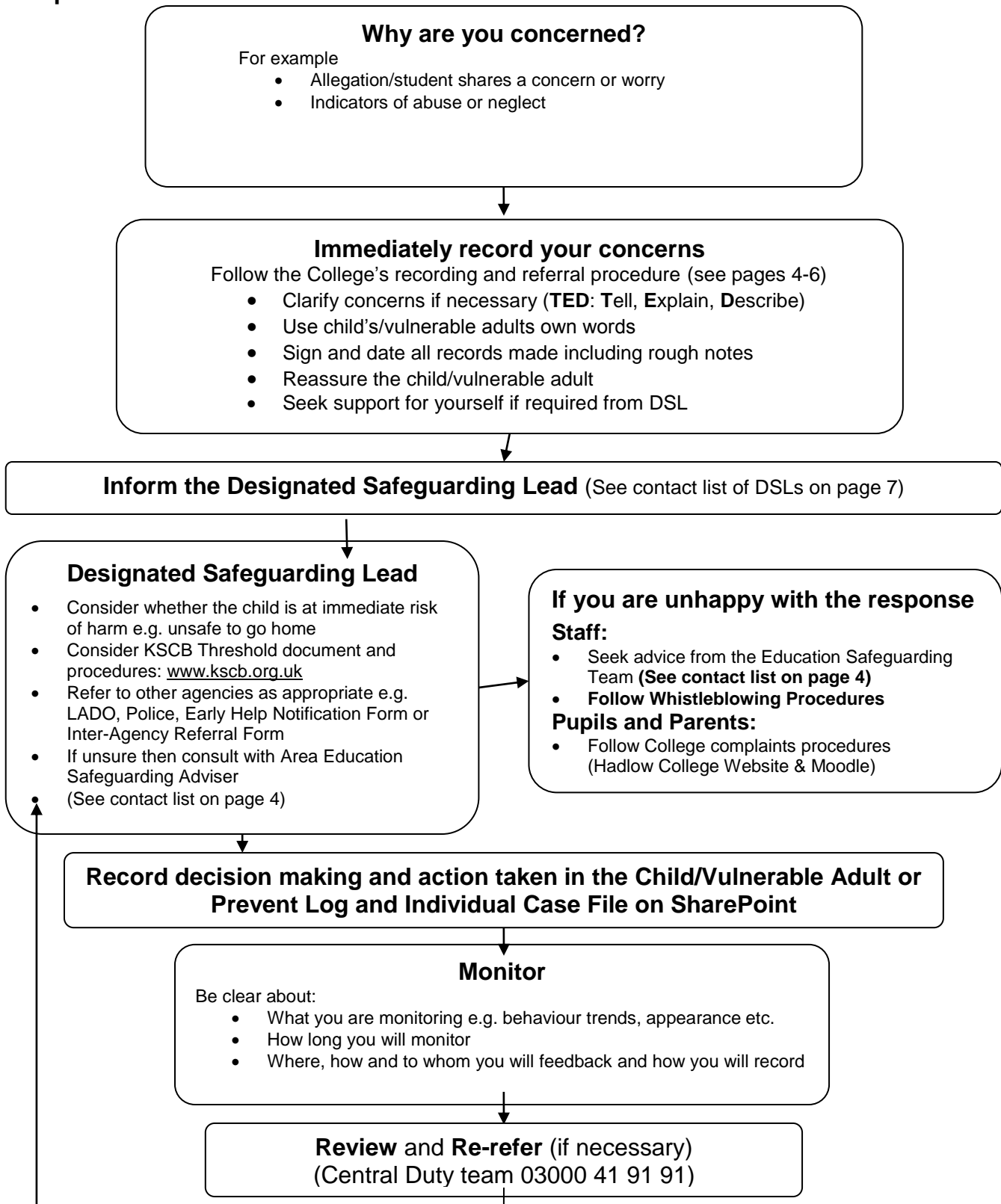
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What do to if you have a concern

At all stages the child's circumstances will be kept under review. The Designated Safeguarding Lead (DSL)/Staff will re-refer if required to ensure the **child's safety is paramount**.



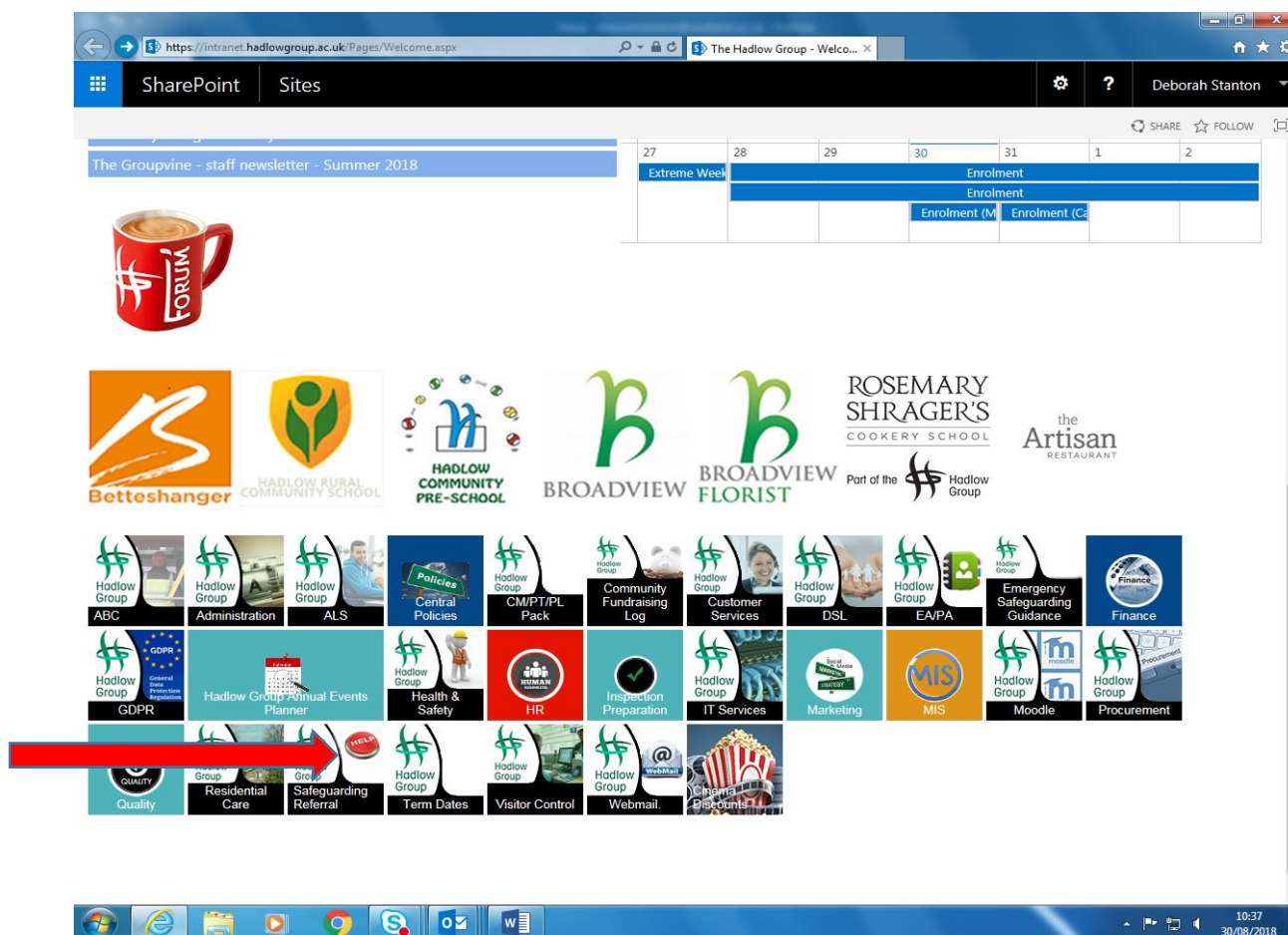
Hadlow Group - Safeguarding Referrals to Designated Safeguarding Lead (DSL)

Guidance for staff

All referrals to safeguarding must now be made through the safeguarding referral button on the landing page of the Group SharePoint.

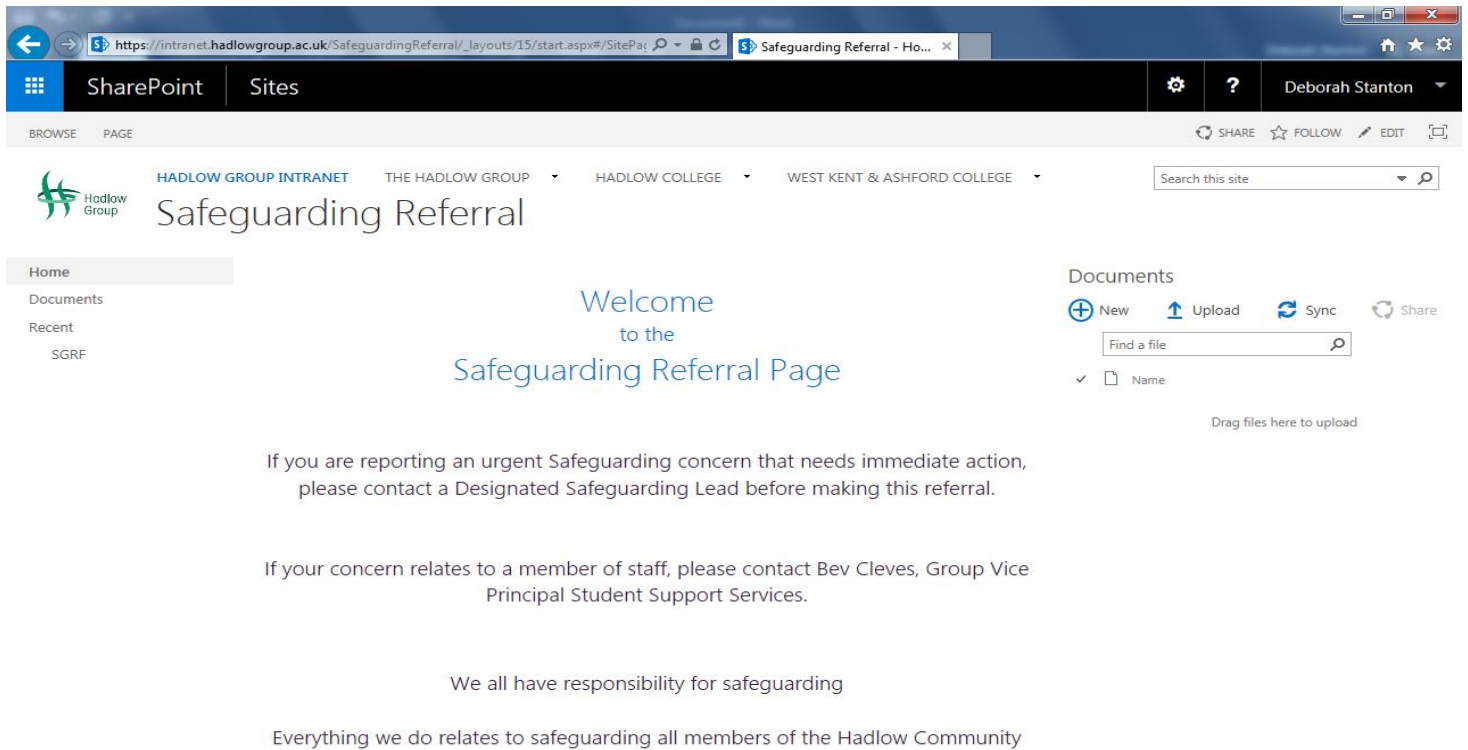
<https://intranet.hadlowgroup.ac.uk/Pages/Welcome.aspx>

Click on the safeguarding referral button and you will be taken to the welcome screen.



If the safeguarding concern is urgent, you must contact a Designated Safeguarding Lead (DSL) immediately so that action can be taken. Please remember to return to the referral once you have spoken to a DSL and complete the relevant details.

If the safeguarding concern relates to a member of staff, you must contact Bev Cleves, Vice Principal Student Support.



The screenshot shows a SharePoint site titled 'Safeguarding Referral'. The navigation bar includes 'SharePoint' and 'Sites'. The main content area features a 'Welcome to the Safeguarding Referral Page' message. Below the welcome message, there are two paragraphs of text: 'If you are reporting an urgent Safeguarding concern that needs immediate action, please contact a Designated Safeguarding Lead before making this referral.' and 'If your concern relates to a member of staff, please contact Bev Cleves, Group Vice Principal Student Support Services.' A third paragraph states 'We all have responsibility for safeguarding' and 'Everything we do relates to safeguarding all members of the Hadlow Community'. On the right side, there is a 'Documents' section with options for 'New', 'Upload', 'Sync', and 'Share', and a search bar.



CLICK HERE for SAFEGUARDING FORM



Remember, we all have a responsibility for safeguarding and our policies and procedures are a part of our safeguarding processes, for example, student disciplinary or around campus.

Click for the Safeguarding Form and complete all sections fully before submitting the referral. The form will be electronically emailed to DSL's and a member of the team will respond to the referral.

Where relevant the DSL responsible will update you on action taken and progress, though it will not always be appropriate to share full detail.

Electronic referrals to safeguarding will help us to track and monitor our safeguarding practice and report on areas of concern and our responses.

https://intranet.hadlowgroup.ac.uk/SafeguardingReferral/SitePages/Safeguarding%20Re... Safeguarding Referral - Safe... X

SharePoint Sites Deborah Stanton

BROWSE PAGE SHARE FOLLOW EDIT

Home Documents Recent SGRF

Safeguarding Referral Form

Reason for referral: Please tick one of the following categories

Child Protection
 Adult Protection
 Prevent (Radicalisation)
 Safeguarding

Student Name: _____

College/Campus: _____

Student reference number: _____

Referred by: _____

Date: 30/08/2018 10:39:12

Details of concern: _____

What action have you taken regarding this concern? _____

Categories of safeguarding concern

Child Protection

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse

Adult Protection

Concern regarding abuse of a vulnerable adult

Preventing Radicalisation

Concern regarding radicalised or extremist behaviour, or if someone is vulnerable to being radicalised

Safeguarding

- bullying including cyberbullying
- child sexual exploitation (CSE)
- children missing education
- children missing from home or care
- children whose parents/carers are in the criminal justice system
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- homeless
- mental health
- missing children and adults
- peer on peer abuse
- private fostering

10:39 30/08/2018

College and External Contacts

The Key Deputy DSLs who have the responsibility for child protection practice in College are:

- Deborah Stanton – Group Head Student Support
- James Cluskey – Student Support Officer
- Helen Hook – Group Pastoral Coordinator
- Christine Gamble – Student Support Officer
- Wendy Reynolds – Student Support Officer
- Sharon Lowen – Residential Manager
- Doug Carr – Student Support Officer (Canterbury & Greenwich based)
- Janet Foster – Student Support Officer (Mottingham based)
- Angie Ford – Residential Support Officer
- Amber Bridges – Residential Support Officer
- Karen Richardson – Group Head ALS
- Liz Read - Subject Lead Foundation

In addition there are a number of additional staff trained to the DSL level and you can contact them by emailing safeguarding@hadlow.ac.uk

The DSLs are part of the safeguarding team who are overall responsible for safeguarding at Hadlow College.

Named Child Protection Governor:

- Javier Bonet

Senior Safeguarding Leads:

- Graham Morley (Interim Principal)
- Bev Cleves (Group Vice Principal Student Support Services)
- Jane Salzer (Group Director of Human Resources)

Senior Designated Safeguarding Lead (DSL)

- Deborah Stanton (Group Head Student Support)

Contact details for Education Safeguarding Team and LADO:

Contact details for Social Services for all campuses. Please discuss any concerns with experienced DSLs before any referrals or contact is made.

Kent Social Services

Contact details for Online Safety in the Education Safeguarding Team

- **Rebecca Avery**, Education Safeguarding Adviser (Online Protection):
- **Ashley Assiter**, e-Safety Development Officer
- **03000 415797**
- esafetyofficer@kent.gov.uk (non-urgent issues only)

Contact details for the LADO

- **Telephone: 03000 410888**
- Email: kentchildrenslado@kent.gov.uk

Childrens Social Work Services

- Central Duty Team: 03000 411111
- central.duty@kent.gov.uk (for under 18's)
- Out of Hours Number: 03000 419191

- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)

- **Kent Safeguarding Children Board (KSCB)**
 - kscb@kent.gov.uk
 - 03000 421126

During the day and in office hours

Concerned about an adult? Call 03000 41 61 61 (text relay 18001 03000 41 61 61) or email adultsafeguardingCRU@kent.gov.uk (for adults)

Concerned about a child? Call 03000 41 11 11 (text relay 18001 03000 41 11 11) or email social.services@kent.gov.uk.

Out of hours and in an emergency

Contact outside of normal office hours, for example during the night, call 03000 41 91 91.

If you think someone is in immediate danger, the best thing to do is call 999 for the emergency services. <http://www.kent.gov.uk/social-care-and-health/report-abuse>
Also check the website for Kent Safeguarding Children Board
<https://www.kscb.org.uk/procedures>

Greenwich Social Services for Mottingham and Greenwich campuses

Call the children's social care team at the council in Greenwich 020 8921 3172 020 8854 8888 (out of hours)

Agency referrals

Agencies can use the [inter-agency referral form](#) to refer a child to children's social care for assessment.

Email: mash-referrals@royalgreenwich.gov.uk

Greenwich Safeguarding Children Board

<http://www.greenwichsafeguardingchildren.org.uk/site/index.php>

Contact Adult Social Care - Safeguarding adults

To raise a safeguarding adults concern please contact the Contact Assessment Team using the following details (or [020 8854 8888](tel:02088548888) out of hours).

Telephone: [020 8921 2304](tel:02089212304)

Email: aops.contact.officers@royalgreenwich.gov.uk

Introduction and Ethos

Hadlow College is a community and all those directly connected (staff, volunteers, governors, parents, families and students) have an essential role to play in making it safe and secure. Hadlow College recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and vulnerable adults with their best interests at the centre of our work.

Hadlow College recognises the importance of providing an ethos and environment within College that will help children/young people to be safe and feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children/vulnerable adults receive effective support, protection and justice.

Our College core safeguarding principles are:

- We are an important part of the wider safeguarding systems for children and vulnerable adults
- It is our whole College responsibility to safeguard and promote the welfare of children and vulnerable adults
- All children (defined as those up to the age of 18) and vulnerable adults (defined as those who receive a health, personal or social care service from a professional) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children/vulnerable adults have a right to be heard and to have their wishes and feelings taken into account
- All our staff understand safe professional practice and adhere to our code of conduct and safeguarding policies
- We have a responsibility to recognise vulnerability in children or vulnerable adults and act on any concern in accordance with this guidance

Definition of Safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to student’s welfare, health and safety.” (Inspecting Safeguarding in early years, education and skills, Ofsted, September 2016)

All safeguarding policies will be reviewed on an annual (minimum) basis by the Safeguarding Committee which has responsibility for oversight of College safeguarding and child and vulnerable adult protection systems. The DSL/Group Vice Principal Student Support Services will ensure regular reporting on safeguarding activity and systems in College to the Governing Body. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our safeguarding and child and vulnerable adult policies

- **Prevention** (e.g. positive, supportive, safe college culture, curriculum and pastoral opportunities for children, young people, vulnerable adults and safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education September 2018 (KCSIE)
- Working Together to Safeguard Children August 2018 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Safeguarding Children Procedures (online)
- Care Act 2014 (vulnerable adults)
- Multi-Agency Safeguarding Adults Policy, Protocols & Practitioners Guidance for Kent & Medway

Section 175 of the Education Act 2002 requires college governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils/students at a school,

or who are students under 18 years of age at a college. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The College acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based abuse and violence against women and girls
- Hate
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online Safety
- Peer on Peer Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and harassment between children in college
- Youth Produced Sexual Imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2018 and Appendix 2.)

Every member of staff at Hadlow College recognises that children/vulnerable adults experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

Related Safeguarding Policies and Supporting Guidance

We are aware that safeguarding is fundamental to the welfare of all students in our care. This policy is therefore one of a series in the College’s integrated safeguarding portfolio and should be read in conjunction with the policies and Guidance as listed below:

- Online-Safety Policy
- Behaviour Management Policy

- Physical Intervention Policy Known as the Restraint Policy
- Procedures for Managing Allegations Against Staff
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- KCC Advice notes: Dealing with Disclosures in School
- Health and Safety Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People/Code of Conduct for Staff
- KSCB document: Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Student Bullying and Harassment Policy
- Equality, Diversity and Inclusion Policy
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- Alcohol and Drug Policy – Searching, screening and confiscation
- Procedures on dealing with a range of Abuse Categories (Welfare Handbook)
- Procedures for Assessing Risk (re College trips)
- First Aid and Accident Policies
- Prevent Policy
- Fitness to Study Policy
- Attendance/Missing Persons Policy
- Safeguarding Policy
- Safeguarding Strategy

These documents listed above can be found on the Student Support Services area on SharePoint and under Student Support Services Policies, and Safeguarding and Child Protection.

Key responsibilities

The Governing Body, Senior Management Team and Safeguarding Committee have read and will follow KCSIE 2018. Further information regarding the key strategic responsibilities of the Governing Body and Group Vice Principal Student Support Services are identified in Appendix 1.

The College has a nominated Governor for safeguarding named in this document. The nominated Governor will take the lead role in ensuring that the College has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children/vulnerable adults are reviewed at least annually.

The Governing Body, and Senior Management Team will ensure that the DSL(s) are properly supported in this role.

Designated Safeguarding Lead (DSL)

The College has appointed a member of the Senior Management Team, Group Vice Principal Student Support Services as the Senior DSL. The Senior DSL has the overall responsibility for the day to day oversight of safeguarding and child and vulnerable adult protection systems in College.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The College has appointed additional staff to deputise for the Senior DSL (list of names on page 7). Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the DSL lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child and adult protection remains with the Senior DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child/adult protection concerns
- Coordinate safeguarding action for individual children/vulnerable adults. In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the college Designated Member of Staff (DMS).
- Liaise with other agencies and professionals in line with Working together to safeguard children 2018
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the College is appropriately represented at inter-agency safeguarding meetings (including Child or Adult Protection conferences)
- Manage and monitor the College's role in any multi-agency plan for a child or vulnerable adult.
- Be available during term time (during College hours) for staff in the college to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

Further details about the management of safeguarding can be found in 'Keeping Children Safe in Education' 2018, part two.

Members of staff

All members of staff have a responsibility to:

- Provide a safe environment in which children and young people can learn.

- Be prepared to identify children/vulnerable adults who may benefit from early help.
- To understand the early help process and their role in it.
- To understand our college safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children/vulnerable adults social care and statutory assessment under the Children Act 1989.
- Know what to do if a child/vulnerable adult tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All members of staff at Hadlow College know what to do if a child/vulnerable adult tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See Appendix 3 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children/vulnerable adults are the responsibility of all staff in College and ANY concern for a student's welfare MUST always be reported to the Designated Safeguarding Lead(s).

Children, young people and vulnerable adults

Children, young people and vulnerable adults (students) have a right to:

- Contribute to the development of College safeguarding policies
- Receive help from a trusted adult
- Learn how to keep themselves safe, including online

Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant College/policies and procedures, encouraging their children to adhere to them.
- Talk to their children about safeguarding issues, support the College in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the College, or other agencies.
- Contribute to the development of the College's safeguarding policies

Parents can obtain a copy of the College Child and Vulnerable Adult Protection Policy and other related policies on request and can view them via the College website www.hadlow.ac.uk

Recognition and categories of abuse

All staff in College should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

In addition to the above categories vulnerable adults can also be the victims of:

- Financial abuse
- Discriminatory abuse

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

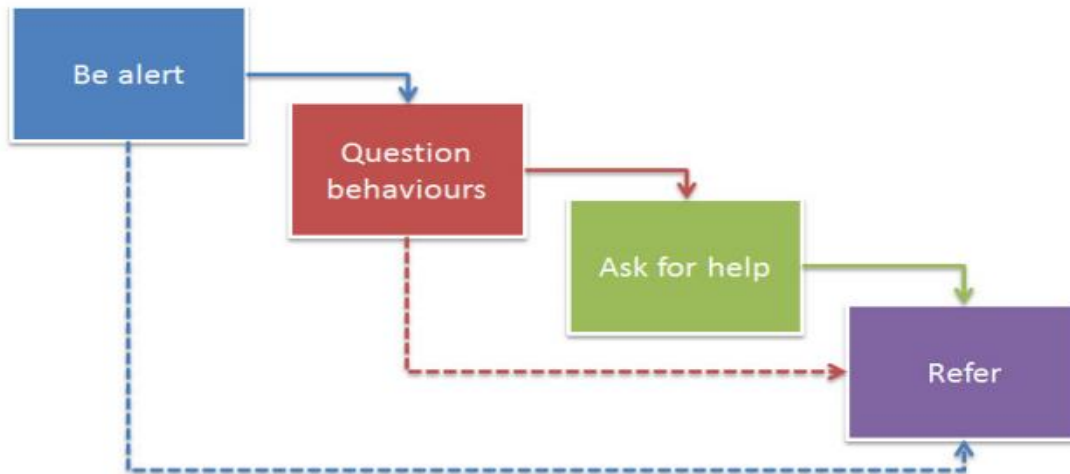
Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Safeguarding and Child Protection Procedures

Hadlow College adheres to the KSCB Safeguarding Children. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child or vulnerable adult is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care, Adult Services and/or the police.

The role of the College in situations where there are child/vulnerable adult protection concerns is NOT to investigate but to recognise and refer.

- The DSL may seek advice or guidance from Area Education Safeguarding Adviser from the Education Safeguarding Team before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child/vulnerable adult is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Team or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child/vulnerable adult to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the college's escalation process.
- If a child/vulnerable adult's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

Record Keeping

Staff will record any welfare concern that they have about a child/vulnerable adult on the college's referral system (with a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child/vulnerable adults' words and will be signed and dated by the member of staff.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, then they must discuss their concerns with DSL.

Referral forms are accessed on SharePoint under Safeguarding Referral (see page 4-6 for guidance)

Safeguarding records are kept for individual children/vulnerable adults and are maintained separately from all other records relating to the child/adult in College. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

The Group Vice Principal Student Support Services will be kept informed of any significant issues by the DSL.

All safeguarding records will be forwarded in accordance with data protection legislation to a child/adult's subsequent college/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

Detailed guidance on Record Keeping is found in a separate document “Guidelines for Safeguarding Record Keeping in Schools www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance

Multi-agency Working

Hadlow College recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018).

Colleges are not the investigating agency when there are child or adult protection concerns. We will however contribute to the investigation and assessment processes as required.

Hadlow College recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child or Adult Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The College Senior Management Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Confidentiality and Information Sharing

Hadlow College recognises that all matters relating to child/adult protection are confidential. The Group Vice Principal Student Support Services or DSL will only disclose information about a student to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children and vulnerable adults.

All staff must be aware that they cannot promise a child/vulnerable adult to keep secrets which might compromise the child/adult’s safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3.

DfE Guidance on Information Sharing (July 2018) provides further detail. If the College is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools/colleges) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

Complaints

The College has a Complaints Procedure available to parents, students and members of staff who wish to report concerns. This can be found on the College website, student handbook and SharePoint.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

Staff Induction, Awareness and Training

All members of staff have been provided with a copy of part one of the 'Keeping Children Safe in Education' (2018) which covers Safeguarding information. The College Senior Management team will read the entire document. The College Senior Management Team and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A as part of the College induction process.

The Senior DSL will ensure that all new staff and volunteers are appropriately inducted as regards the College's internal safeguarding procedures and communication lines. Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff is available to be given to staff and volunteers to support this process.

All staff members (including temporary staff) will receive appropriate safeguarding and child/vulnerable adult protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child/vulnerable adult protection concerns involving students and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the college policies
- **Refer** concerns to the DSL and be able to seek support external to the college if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, and peer on peer abuse such as bullying and sexting can put children/vulnerable adults in danger. The staff training will also include College responsibilities, the College child/adult protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child/vulnerable adult protection updates through e-Bulletins, staff meetings, briefings or external training, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children/vulnerable adults effectively.

All staff members (including temporary staff) will be made aware of the College's expectations regarding safe and professional practice via the staff Handbook and staff code of conduct which is provided and discussed as part of the induction process.

The College recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policies and procedures as part of the Safeguarding Committee.

The Senior DSL and Group Vice Principal Student Support Services will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the College has a nominated lead for the Governing Body (Javier Bonet), all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the College's Code of Conduct.
- Staff should be aware of the college's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures.
- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found under Student Support Services area of SharePoint.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the college's online safety and Acceptable Use policies.

Staff supervision and support

Any member of staff affected by issues arising from concerns for children or vulnerable adult's welfare or safety can seek support from the DSL.

All new staff including newly qualified teaching and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

The induction process will include familiarisation with child/vulnerable adult protection responsibilities and procedures to be followed if staff have any concerns about a child or vulnerable adult's safety or welfare.

The College will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and vulnerable adults
- All staff will be supported by the DSL in their safeguarding role.
- All members of staff will have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in Appendix 4.

Safer Recruitment

Hadlow College is committed to ensure they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.

The Governing Body and Senior Management Team are responsible for ensuring that the College follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

Hadlow College is responsible for ensuring that the college maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:

- Dates of recruitment;
- References;
- Identity checks;
- Criminal records check reference number, including date check was obtaining and details of who obtained it;
- Eligibility to work in the UK checks;
- Other essential key data.

The Governing Body will ensure that the Group Director, Human Resources, and other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

The Principal will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

Allegations Against Members of Staff and Volunteers

Hadlow College recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children/vulnerable adults and takes seriously any allegation received. Such allegations should be referred immediately to the Group Vice Principal, Student Support Services who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child/vulnerable adult and staff member. In the event of allegations of abuse being made against the Group Vice Principal, Student Support Services then staff are advised that allegations should be reported to the Group Director, Human Resources or directly to the LADO.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Management Team.

All members of staff are made aware of the College's Whistle Blowing Procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child or vulnerable adult at risk. Members of Staff can also access the NSPCC whistle blowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

Hadlow College has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our college, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Colleges Personnel Service.

For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy.

When in doubt – consult.

Peer on Peer Abuse (Allegations of abuse made against other children)

All members of staff at Hadlow College recognise that children/vulnerable adults are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The college is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Hadlow College believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined under **Safeguarding and Child Protection Procedures**

and in accordance with Kent Safeguarding Childrens Board procedures.

Hadlow College is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

Further information about the college's response to specific allegations of abuse against students can be located in the behaviour management policy, bullying policy, disciplinary policy and student handbook.

The College will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "[Sexting in Schools and Colleges](#)" guidance and [KSCB guidance](#).

- Further information in relation to the college's approach to "sexting" can be found in the school Online Safety Policy available on SharePoint

The College will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children/young people to develop an awareness and understanding of abusive behaviour and to ensure that children/young people recognise warning signs and forms of support both within the College and externally (such as Kent Police, Child Line etc.). Further information can be found on SharePoint under Student Support Services, Safeguarding Handbook, Respect Handbook and Online Safety Handbook.

Students who have experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who are alleged to have abused other students will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child/young person
- Providing appropriate education and support
- Sanctioning them in line with the college disciplinary policy. This may include official warnings, removal of privileges (including denial of online access), suspensions, fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate

Hadlow College is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Safeguarding Children with Special Educational Needs and Disabilities

Hadlow College acknowledges that children/young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening

Hadlow College will ensure that children/young people with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children/young people with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child/young person's disability and be aware that children/young people with SEN and disabilities may not always outwardly display indicators of abuse.

Curriculum and Staying Safe

We recognise that the College plays an essential role in helping children/vulnerable adults to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Hadlow College will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic tutorials. This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), sexual abuse, neglect, online safety, gender based violence/sexual assaults, peer on peer abuse and sexting.

Systems have been established to support the empowerment of students to talk to a range of staff. Students at Hadlow College will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:

- Student Union
- Safeguarding email address
- Learner Voice
- Buddy and peer-mentoring systems
- Health and Wellbeing events
- Counselling service

- Chaplaincy team

Online Safety

It is recognised by Hadlow College that the use of technology presents particular challenges and risks to children and adults both inside and outside of College.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the College.

Hadlow College identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The DSL and Senior Management team have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2018.

Hadlow College recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 has appropriate policies in place that are shared and understood by all members of the college community. Further information reading the specific approaches relating to this can be found in the colleges Online Safety Policy and Acceptable Use Policy which can be found on SharePoint.

Hadlow College will ensure that appropriate filtering and monitoring systems are in place when students and staff access college systems and internet provision.

The College will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children/young people can be taught with regards to online teaching and safeguarding

Hadlow College acknowledges that whilst filtering and monitoring is an important part of college's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the college control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the College's Online Safety Policy which can be found on SharePoint.

Hadlow College will ensure a comprehensive whole College curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider college community (including all members of staff) to become aware and alert to the need to keep children/young people safe online.

Detailed information about the College's response to online safety can be found in the College's Online Safety Policy and Acceptable Use Policy which can be found on SharePoint.

The use of College premises by other organisations

Where services or activities are provided separately by another body using the College premises, the Group Vice Principal Student Support Services and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use premises will be refused.

Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-college community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into College as outlined within guidance. Visitors will be expected to sign in and out via the visitors' log and to display a visitors badge or lanyard whilst on college site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The College will not accept the behaviour of any individual (parent or other) that threatens College security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the College site.

Appendix 1: Categories of Abuse

All staff should be aware that 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.

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping Children Safe in Education' 2018 and staff who have direct contact with students should also read Annex A.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that may indicate sexual abuse:

- Sudden changes in behaviour and college performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing
- Sexually transmitted disease
- Fire setting

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.

Signs that may indicate physical abuse:

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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.

Signs that may indicate emotional abuse:

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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.

Signs that may indicate neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at college
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues (See Annex A of Keeping Children Safe in Education 2018)

Children Missing Education

Hadlow College recognises that all children/young people, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Hadlow College is aware that a child/young person going missing from education is a potential indicator of abuse or neglect.

Hadlow College has a procedure in place for responding to unauthorised absence and for dealing with children/young people that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the College's policy and procedures regarding attendance and missing persons.

Child Sexual Exploitation (CSE)

All Hadlow College staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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

Hadlow College identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at Hadlow College recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also

important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

‘Honour based’ violence

Members of staff at Hadlow College are aware that ‘Honour-based’ violence (HBV) encompasses a range of 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.

The indicators of HBV and associated factors will be covered with staff within the college safeguarding training. All members of staff are alert to the possibility of a child/young person being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete FGM training The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- “FGM The Facts”:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf
- “FGM an Overview:” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk

Female Genital Mutilation (FGM) mandatory reporting duty

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the member of staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff should follow local safeguarding procedures. [Summary of the FGM mandatory reporting duty](#)

Radicalisation

Hadlow College recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Hadlow College will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Hadlow College recognises that children/young people exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children/young people from other risks. All members of the community at Hadlow College will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalisation and extremism can be found in the College's Online Safety policy.

Child Criminal exploitation: county lines

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

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

Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the student that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the student refers to it e.g. “you’re not to blame”
- Reassure the student that information will only be shared with those who need to know

3. React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the student. Always ensure that as far as possible you have recorded the actual words used by the student
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the DSL
- The DSL may be required to make appropriate records available to other agencies; KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for students

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk