

Safeguarding Children and Adults at Risk Policy

1. Scope and Application

Bishop Burton and Riseholme Colleges fully recognise the contribution they make to Safeguarding the whole College community. The College's Safeguarding Policy recognises the College's duty of care to safeguard the learning community and the whole College, and to ensure that within the College setting safeguarding is recognised as 'everyone's business' and a core mandatory responsibility.

In the discharge of the duty of care/safeguarding responsibilities, the Colleges will take all reasonable steps to safeguard students and their fundamental right to be protected from harm. In working towards this aim, the Colleges are committed to working with relevant agencies to take all reasonably practical steps to ensure that the legal and pastoral duties owed to all students in respect of Safeguarding are discharged in accordance with current legislation and best practice.

This Policy applies to Governors and all staff employed by the Colleges.

The Colleges are committed to promoting inclusion and diversity for its entire community and this policy encompasses all staff, students and stakeholders of the Colleges.

2. Introduction

Bishop Burton and Riseholme Colleges fully recognise the contribution they make to Safeguarding the whole College community. Safeguarding is a broad term used to encompass all elements that contribute to keeping students safe and promoting their welfare, while Child Protection and protecting adults at risk of harm are a particular multi agency arrangement to identify and protect students from significant harm.

The Children Act 1989 defines a child as "a person under the age of 18". This could therefore include:

- Any student up to the age of 18;
- Siblings or other family members of any student
- Any other persons under the age of 18 participating in College activities

Under the Care Act 2014 safeguarding duties apply to an adult who:

- Is 18 and over
- have needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

There are four main elements to the Safeguarding Policy:

- Prevention through advice and guidance offered to College students.
- Procedures for identifying and reporting cases, or suspected cases, of abuse
- Support for students who may have been abused.
- Safe recruitment of staff

A number of College policies relate to, and support this policy, a list of them can be found in Appendix 1.

3. Responsibilities

3.1. Responsibilities of the Corporation

The Governing body will:

- Provide a member of the Governing body to act as the Link Governor for Safeguarding.
- Ensure the College's policy for safeguarding children and adults at risk of harm and associated procedures are in place and implemented to ensure the welfare of the student cohort. The policy will be reviewed annually.
- Ensure the college undertakes rigorous and appropriate security checks on staff as part of safer recruitment processes and ensures that the Single Central Record is accurate and comprehensive.
- Receive reports on referrals, the extent of staff training and annual summary of safeguarding referrals.
- Receive and consult with the relevant Local Authority Designated Officer over any allegation made against the Principal or Senior Post Holders and report any actions, as appropriate, to the Chair of Governors.
- Be kept informed of changes to legal requirements and ensure policy and procedure are revised accordingly.

3.2. Responsibilities of the Principal

The Principal will:

Ensure the College's Policy for Safeguarding children and adults at risk of harm and associated procedures are in place and implemented to ensure the welfare of students

- Delegate operational responsibility and implementation of procedures to the Designated Safeguarding Lead.
- Be responsible for receiving and responding to allegations against members of staff and volunteers (as per KCSiE 2021).
- Receive immediate notification of any changes affecting the policy or procedures and ensure the policy is reviewed and amended as appropriate
- If requested by Local Authority Designated Officers, and if appropriate, become the point of contact for communication with regard to an individual safeguarding matter concerning an allegation against a member of staff.

3.3. Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL will take the lead responsibility for Child Protection and Adults at risk of harm (KCSiE 2021) for both Bishop Burton and Riseholme Colleges.

The DSL role is provided under the remit of a senior manager who will:

- Refer students as need be to the relevant local authority, the police or through the Channel process.
- In line with statutory and regulatory guidelines, refer relevant safeguarding issues to external bodies.
- Be available to advise staff and to respond to Child Protection/Adult at risk of harm matters.
- Ensure that the safeguarding policies and procedures are fully implemented across the Colleges and that staff fully understand their responsibilities and duties.
- Act as a point of contact for staff concerns and liaison with other agencies and professionals.
- Chair the Safeguarding Committee meeting.
- Meet with the Link Governor – Safeguarding training/updates as required but at least annually.
- Ensure that the College procedures associated with the recruitment, induction and ongoing training of staff are in line with expectations.
- Ensure that the College responds appropriately to new legislation including the Counter Terrorism and Security Act (2015) and has due regard to the need to safeguard the College students against potential radicalisation. This includes

responding immediately and appropriately to any concern raised by staff or students to seek advice or make timely referrals to Channel as directed by the Prevent duty guidance. The DSL will also sit on the East Riding Prevent Board.

- Be responsible for informing the Principal of any allegations against staff unless the allegation is relating directly to the Principal. In this instance, the DSL will inform the Chair of Governors.
- Ensure that all College staff, visitors, volunteers, contractors and Governors are aware of, and comply with, the College's policy and procedures for safeguarding children and adults at risk of harm.
- Ensure that records are maintained securely and managed in line with policies.
- Attend external DSL training every two years at a minimum.

3.4. Responsibilities of the Deputy Designated Safeguarding Leads (DDSLs)

The College has DDSLs based at Bishop Burton and Riseholme. Their roles are the same as that of the DSL, aside from overall responsibility for Safeguarding. They will attend external DSL training every two years at a minimum.

3.5. Responsibilities of College Managers

All College Managers have a responsibility to:

- Ensure that staff in their areas are aware of and implement the College safeguarding policy and procedures and that their areas are managed with due regard to the College's commitment to safeguarding and promoting the welfare of children and adults at risk of harm. The College will ensure all students receive delivery of safeguarding through the curriculum at key points through the academic year from induction onwards.

3.6. Responsibility of all Staff Members

All Staff have a responsibility to:

- Follow the Staff Code of Conduct and the College safeguarding policy and procedure
- Be alert to signs of self-harm, harm to others or from others, and report concerns immediately to the DSL or, in their absence, one of the DDSLs.
- Ensure they do not promise confidentiality regarding information which might compromise the individual's safety or well-being or that of another
- Undertake appropriate training in relation to safeguarding and promoting the welfare of children and vulnerable adults at least once every year.
- Read and refer to part 1 of 'Keeping children safe in Education 2021'

3.7. Responsibility of Students

The College will ensure, each academic year, all students receive advice and guidance associated with Safeguarding matters. The information will be relevant to the student cohort and will be delivered initially at induction and then ongoingly throughout the year. The College Charter and other related documents will further strengthen the College's ability to keep students safe.

The approach will ensure students are aware of their responsibilities towards their own and others' safety through information and guidance on:

- The College's safeguarding policy and procedures
- How to report any concerns they have for themselves or others
- What to expect when reporting concerns from:
 1. the staff they disclose to;
 2. the safeguarding team that will manage the disclosure including the possibility of making an external referral;
 3. Other services in the College who may assist during the disclosure process.
- Expectations around appropriate behaviours from students and staff during College activity.

4. Legislation & Guidance

The principle legislation and guidance governing this policy is:

- Working Together to Safeguard Children 2018 (HM Government)
- Keeping Children Safe in Education 2020 (Department for Education)
- The Children Act 1989
- The Children Act 2004
- The Care Act 2014
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People (2019)
- Care and Support Statutory Guidance updates August (2021)
- Information Sharing: Guidance for practitioners and managers. HM Government (2018)
- Rehabilitation of Offenders Act 1974
- Disqualification under the Childcare Act 2006 (2015)
- Counter Terrorism and Security Act 2015 (including the 'Prevent Duty')
- The Prevent Duty, Departmental, Advice for Schools and Child Care Providers (2015).

- Modern Slavery Act 2015
- Human Rights Act 1998
- Local Safeguarding Partners/Arrangements/Local Safeguarding Adult Board
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People (2019)

This policy should be read in conjunction with the College's other policies and documents relating to safeguarding as listed in **Appendix 1**

In adhering to legislative procedures, the College will:

- Ensure that it has a DSL for safeguarding and prevent, who has undertaken appropriate DSL training.
- Recognise the role of the DSL and ensure that this is communicated to all staff, students, governors, parents and, where necessary, wider members of the College community.
- Appoint a designated Governor for safeguarding.
- Ensure that in the absence of the DSL there are named deputies for safeguarding who are trained to DSL level.
- Ensure that all members of the College staff are trained to level 1 in safeguarding and have appropriate certification. The DSL and DDSLs will be trained to level 3 standard.
- Ensure that safeguarding refresher training is provided in a timely manner and consistent with best practice.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse.
- Ensure that parents or carers have an understanding of the responsibility placed on the College by information disclosed to them.
- The DSL will, on behalf of the College, work to develop effective links with relevant agencies and identify the level of involvement provided by the College in reviews and multi-agency meetings.
- The DSL will ensure records and chronologies of concerns about students are maintained and kept securely in line with GDPR.
- Adhere to all statutory guidance.
- Ensure that recruitment and selection procedures are made in accordance with the Home Office Guidance 'Keeping Children Safe in Education – September 2021.
- Manage allegations against staff members in compliance with legislative guidance.

5. Categories of Abuse

All College staff will be made aware of the indicators that give rise to the suspicion of abuse. In the event of concerns or suspicions of abuse arising, the College's Safeguarding Policy and Procedures will be applied with concerns referred to the DSL or the DDSLs. The DSL/DDSL may refer to other agencies for advice where necessary. The following categories of child abuse are recognised for the purposes of safeguarding:

Abuse Category	Category Examples
Physical abuse	Assault, hitting, slapping, punching, unlawful use of restraint, burning
Domestic abuse	Kicking, hitting, punching, reading someone's emails, texts, threatening to kill someone, threatening to a family member, controlling someone's finances
Sexual Abuse	Sexual touching of any part of the body, whether they are clothed or not, using a body part to rape or penetrate a child, forcing a child to take part in sexual activities, showing pornography to a child or exposing them to sexual acts, forcing a child to make, view or share child abuse images or videos
Financial or material abuse	Taking money, not allowing access to money, preventing them from gaining employment, forcing them to commit crimes for money, making someone beg for money, not allowing a child to purchase necessities for themselves, including food.
Emotional abuse	Constantly criticising a child, humiliating, blaming and scapegoating, pushing a child too hard, or not recognise their limitations, failing to promote a child's social development, ignoring them, being absent, manipulating behaviours
Organisational or institutional abuse	Neglect or poor professional practice as a result of the structure, policies and procedures within an organisation
Modern slavery	Recruitment, movement or receiving of children, women or men through the use of force, coercion, deception or other means for the purpose of exploitation
Neglect	Physical neglect, educational neglect, emotional neglect, medical neglect
Discriminatory abuse	Treating someone unfairly because of their age, sex, religion, race, disability, gender etc
Self-neglect	When a person is being unable or unwilling to care for their own essential needs eg, personal hygiene, surroundings, refusal of support etc.

Other forms of Abuse and Indications of Abuse

Category	Explanation	Indicators
Child Criminal Exploitation (CCE)	Children or vulnerable adults who can be forced or manipulated into transporting drugs or money through county lines. Children can become trapped by this type of exploitation, as perpetrators threaten victims and their families with violence or entrap and coerce them into debt.	<p>Appear with unexplained gifts, money or new possessions</p> <p>Suffer from changes in emotional wellbeing</p> <p>Misuse drugs and alcohol</p> <p>Regularly miss education</p> <p>Associate with others involved in exploitation</p> <p>Have been the victim or perpetrator of serious violence (eg, knife crime)</p> <p>Found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing'</p>
Honour Based Violence (HBV)	Encompasses incidents and crimes which have been committed to protect or defend the honour of the family and/or the community.	<p>Female genital mutilation (FGM)</p> <p>Forced marriage</p> <p>Breast ironing</p>
Child Sexual Exploitation (CSE)	Can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex, organised abuse.	<p>Have older boyfriends or girlfriends</p> <p>Suffer from sexually transmitted infections</p> <p>Display sexual behaviours beyond expected sexual development</p> <p>Become pregnant</p>
Radicalisation	<p>Extremism – vocal or active opposition to values including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.</p> <p>Radicalisation – the process by which a person comes to support terrorism</p> <p>Terrorism – the act which endangers or causes serious violence.</p>	<p>Background factors such as influences from family and friends.</p> <p>Social media/internet searches</p> <p>Changes in behaviours – becoming interested in extremism</p>

Peer-on-peer Abuse (also known as child-on-child abuse)	Previously 'bullying' Can incorporate all forms of abuse Can happen between children and adults and can affect any age group	Cyberbullying Usually involves physical, sexual, emotional or financial abuse
--	--	--

6. Disclosures or concerns

A member of staff who receives a disclosure will follow the College safeguarding procedure and pass the information to the DSL or in their absence, one of the DDSLs. If the disclosure or concern is in regards to an allegation about another member of staff then the allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made. In this case the report should be made to the Chair of Governors.

7. Professional Relationships with Students

Bishop Burton and Riseholme Colleges recognise that positive professional relationships with students will support and provide the best outcomes for them. Bishop Burton and Riseholme Colleges give guidance on the expectations of staff in this matter to which all staff are expected to adhere. Good professional boundaries safeguard students and safeguard professionals from unfounded allegations. The College has a Staff Code of Conduct that clarifies such matters.

8. Confidentiality

Safeguarding information regarding students in Bishop Burton and Riseholme Colleges will be shared with staff and agencies on a need-to-know basis; a member of staff will need to know information when it is demonstrably to safeguard a student. Where necessary, disclosures will be made by the DSL or a DDSL. All staff are expected to maintain confidentiality at all times.

9. Student Consent to Sharing Information

The College recognises the importance of sharing safeguarding information appropriately and will do so even in instances where students refuse their consent.

10. Supporting Staff

The College supports those involved in the safeguarding processes by providing supervision where necessary. Access to free, confidential counselling is made to staff.

11. Working in Partnership with Parents and Guardians

The Colleges will work with parents and guardians as necessary. However, there may be instances when it is not appropriate to communicate with a parent or guardian before referring to external agencies. In these instances, the DSL or DDSL judge that communicating with parents and guardians may increase the risk of harm.

12. Covid-19 Response

During the Covid-19 pandemic, and in any future outbreaks and lockdown situations, Bishop Burton and Riseholme Colleges Safeguarding Team will continue to provide support, advice and guidance to staff and students relating to safeguarding matters during College hours.

Outside of College hours staff who are concerned that a child or vulnerable adult is at **immediate** risk of harm should phone 999 to contact the Police.

Non-urgent alternative out of College hours support can be sought through:

- 111 NHS Direct
- NSPCC 0808 8005000
- Childline 0800 1111
- Samaritans 116123
- Mind www.mind.org.uk

13. Communication of the Policy

The Safeguarding Children and Adults at Risk Policy will be available on the College website for external viewing.

It will be provided to all new staff at induction and is available on the staff intranet.

14. Essential Contacts

Designated Safeguarding Lead: Ann Paling, Assistant Principal Safeguarding & Residential Services
Designated Safeguarding Lead Contact details: 01964 553006 ann.paling@bishopburton.ac.uk
Deputy Designated Safeguarding Lead Bishop Burton: Anna Scott - 01964 553077 anna.scott@bishopburton.ac.uk
Deputy Designated Safeguarding Lead Riseholme: Verity Wainwright - 01522 304603 verity.wainwright@riseholme.ac.uk

In the unlikely event that the DSL, DDSLs, Principal or Duty Manager is unable to discuss safeguarding concerns, please refer to one of the agencies below:

East Riding Safeguarding Children Partnership <https://www.erscp.co.uk/> 01482 395500

East Riding Adults Safeguarding Board <http://www.ersab.org.uk/> 01482 396940

Lincolnshire Safeguarding Children Partnership
<https://www.lincolnshire.gov.uk/safeguarding/lscp> 01522 782111

Lincolnshire Safeguarding Adults Board <https://www.lincolnshire.gov.uk/safeguarding/lsab>
01522 782155

Local Authority Designated Officer (LADO):

East Riding LADO@eastriding.gov.uk

Lincolnshire LSCP_LADO@lincolnshire.gov.uk

Police 999 or 112

NSPCC 0800 8005000

Childline 0800 1111

Authorship: Assistant Principal – Safeguarding & Residential Services

Date: September 2021

Policy Review and DSL/DDSL Contacts

This policy will be reviewed every 12 months (as a minimum).
--

Review Date: August 2022

Policy Approval

Approval by:	Date:
--------------	-------

Corporation	26 October 2021
--------------------	-----------------

Appendix 1 – College policies that contribute to safeguarding students

- Safer recruitment Policy
- College Charter
- Staff Code of Conduct
- Staff Training Policy
- Fire Policy
- Knife Policy
- Mental Health Policy
- Prevent Policy
- Behaviour Policy
- Site Security Policy
- CCTV Policy
- Physical Intervention Policy
- Students with Additional Needs Policy
- E-Safety Policy
- Peer-on-Peer Abuse Policy
- Complaints Policy
- Whistleblowing Policy
- Health and Safety Policy
- School visits and residential trips
- Work experience Policy

Appendix 2 - KCSiE 2021 page 8

Indicators of abuse and neglect

All school and college 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. 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.

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.

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.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

FGM (Female Genital Mutilation) Mandatory Reporting Duty for Teachers (KCSiE 2021 page 29)

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies

Appendix 3 - Specific safeguarding issues (KCSiE Part 1 2021)

Page 11 - Mental Health

41. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

42. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

43. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

44. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

45. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.