Safeguarding Children and Vulnerable Adults Policy
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Contents

1. Introduction 2
2. Purpose 2
3. Scope 3
4. Legal Framework 4
5. General Principles 4
6. Main Elements 5
7. Roles and Responsibilities 6
8. Supporting Staff 9
9. Allegations against staff 9
10. Review 9
11. Access to policy 9
Appendix 1 10

1 Introduction

1.1 South Thames College is committed to safeguarding and promoting the welfare of children and vulnerable adults and to ensuring that action is taken to support them if they are at risk of significant harm. The College requires all staff, governors, volunteers and those contracted to provide services to share this commitment.

1.2 The College requires all staff to demonstrate high standards in their management of risk and in the active protection of children and vulnerable adults from discrimination and avoidable harm. Staff are required to fulfil their duties for young people under 18 in accordance with Keeping Children Safe in Education (2014) and our duties towards vulnerable adults in accordance with the National framework of standards for safeguarding adults, ADSS 2005.

1.2 This policy should be read in conjunction with:

- Safeguarding Children And Vulnerable Adults: Procedures and Guidelines for Staff
- The Anti-bullying Policy and Procedures
- The Health, Wellbeing and Fitness to Study Procedures
- Mental Health Policy and Procedures
- Whistle Blowing Policy
- Disability Disclosure and Confidentiality Procedures
- Ethical Framework
- Staff Code of Conduct
- Prevent Strategy

2 Purpose

2.1 The purpose of this policy is to provide a framework that informs procedures relating to the College’s legal obligation to safeguard and protect children and vulnerable adults
who are suffering forms of abuse as defined in the Children Act 1989, through the application of principles outlined in the Children Act 2004, Children & Young Person’s Act 2008 and Safeguarding Vulnerable Adults Groups Act 2006.

2.2 This policy provides clear direction to all members of the college community to ensure child protection and vulnerable adult concerns, referrals and monitoring of actions are handled sensitively, professionally and in ways that promote the welfare of the learners and support their needs e.g. learners are encouraged to talk and are listened to. The policy also makes commitment to the development of good practice and sound procedures.

2.3 Accordingly, all staff receive a copy of this policy and ‘Keeping Children Safe in Education’ July 2015 (Appendix 1)

2.4 The college recognises that the welfare of the learner is paramount and that all learners regardless of age, disability, gender, ethnic origin, religious belief, sexual orientation or identity have the right to protection from all types of harm or abuse. Working in partnership with children, vulnerable adults, their parents, carers and other agencies is essential in promoting the welfare of individuals.

3 Scope

3.1 There are three main elements to the College’s Policy:

(i) Providing a safe environment for learners through the teaching and pastoral support offered

(ii) Supporting learners who make a disclosure of self-harm, harm from others or harm to others.

(iii) Ensuring that the College implements effective procedures:

- for safe recruitment in checking the suitability of staff and volunteers to work with children and vulnerable adults
- for identifying and reporting cases, or suspected cases of self-harm, harm from or to others.

3.2 The policy applies to all learners, governors, staff and volunteers working for the College in all locations where education and training is delivered to children and vulnerable adults. It applies also to those situations where learners are in a workplace setting undertaking vocational training or studying for vocational qualifications. The policy also covers collaborative provision and staff employed directly by contractors supplying services on behalf of the College.

3.3 A ‘child’ is defined as a person aged up to 18. ‘Keeping Children Safe in Education’ 2015 recognises the additional vulnerabilities of ‘looked after children’ and care leavers. The Children Act 2004 also covers vulnerable adults with a disability up to the age of 25. A vulnerable adult is defined as “a person aged 18 or over who is, or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him/herself, or unable to protect
themselves against significant harm or exploitation” (Safeguarding Vulnerable Groups Act 2006).

4 Legal Framework

4.1 South Thames College has a statutory duty to create a safe learning environment for all but specifically in relation to children and vulnerable adults under the Children Acts (1989, 2004); the Education Act 2002, 2011; the Further Education Regulations 2006 and the Safeguarding Vulnerable Groups Act (2006). It is the intention of this policy, and supporting procedures, to ensure that appropriate action is taken to discharge these duties. Further reference sources used in producing this policy and supporting procedures include; ‘The London Child Protection Procedures’ (2014), ‘Working Together to Safeguard Children’ (March 2015)

5 General Principles

5.1 The College has a statutory responsibility under section 175 of the Education Act 2002 to:
- Safeguard and promote the welfare of children
- Work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those who are suffering from harm.

5.2 The Statutory guidance ‘Working Together to Safeguard Children’ (2015) covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children. It also provides the framework of the Local Safeguarding Children Board’s to monitor effectiveness of local services including Safeguarding arrangements in Colleges.

5.3 The statutory guidance ‘Keeping Children Safe in Education’ (2015) is issued under section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children; along with ‘What to do if you are worried a child is being abused’ (March 2015) and ‘Information Sharing’ (March 2015).

5.4 Safeguarding also covers vulnerability to violent extremism. Since 2011 when the Government published the Prevent Strategy which is part of CONTEST, the United Kingdom’s counter terrorism strategy, there has been an awareness of the specific need to safeguard children and young people from extremism and potential radicalisation. Section 26 of the Counter Terrorism and Security Act 2015 places a duty on colleges to have “due regard to the need to prevent people from being drawn into terrorism”.

5.5 Safeguarding also encompasses issues such as learner health and safety, bullying, arrangements to meet medical need, provision of first aid, college security, access to and use of information technology.

5.6 The College’s procedures for safeguarding mirror Wandsworth and Merton local Authority Safeguarding Children Board Child Protection Procedures and are based
upon the London Child Protection Procedures and the Local Authorities Multi Agency Adult Protection Policy, Guidelines and procedures.

6 Main Elements

There are four main elements to the College’s Policy:

6.1 Prevention

- Providing an environment in which children and adults feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Creating an ethos where safeguarding is important and understood by everyone in the College
- Training and raising awareness of all staff of the need to safeguard children and vulnerable adults and making it clear it is everyone’s responsibility to identify and report possible cases of self-harm, harm to others, or from others
- Ensuring that all adults within the College who have access to children, young people and vulnerable adults have been subject to appropriate checks using safer recruitment practices.

6.2 Protection

- Establishing a systematic means of monitoring children and vulnerable adults, known or thought to be at risk of self-harm, harm to others or from others.
- Establishing structured procedures within the College to be followed by all members of the College community in cases of suspected self-harm, harm to others or from others.
- Developing effective working relationships with all other agencies involved in safeguarding learners
- Accessing the most appropriate support for learners who may have been harmed, or are at risk of self-harm, harm to others or from others.

6.3 Safe Recruitment

- Ensuring that the College practices effective procedures for safe recruitment in checking the suitability of staff, governors, contractors and volunteers to work with children and vulnerable adults
- Ensuring recruitment information includes a child protection statement regarding Disclosure and Barring Service (DBS) checks
- Maintaining and reviewing a central record of DBS checks
- Complying with the duty of employers to inform the DBS of any individual (paid employee, volunteer or other) who poses a threat to children or vulnerable adults.

6.4 Records and monitoring

- Ensuring staff are aware of the need to record any concerns held about the learner within the College, the need to keep safeguarding records separate to
tutorial records and secure, and when they should be passed on to other agencies.

7 Roles and Responsibilities for Safeguarding Children and Vulnerable Adults

7.1 Responsibilities of the Corporation

The Governing body will:

- Ensure the College’s policy for safeguarding children and vulnerable adults and associated procedures are in place and implemented to ensure the welfare of the learner cohort
- Receive reports from the Senior Leadership Team (SLT) Designated Lead for Safeguarding, identifying all training undertaken by members of the College, together with the number of learners who have safeguarding plans, or for whom we have safeguarding concerns
- Receive and consult with the Local Authority Designated Office over any allegation made against the Principal or Senior Post Holders and report any actions, as appropriate, to the Chair of Governors. This will not involve undertaking any form of investigation, but will require communication between parties and information to assist enquiries.

7.2 Responsibilities of the Principal

The Principal will:

- Ensure the College’s Policy for Safeguarding children, and vulnerable adults and associated procedures are in place and implemented to ensure the welfare of learners
- Delegate operational responsibility and implementation of procedures to the SLT Designated Lead for Safeguarding
- Be responsible for receiving allegations against members of staff and volunteers and passing them on to the Director of Human Resources
- Receive immediate notification of any changes affecting the policy or procedures and ensure the policy is reviewed and amended as appropriate
- If requested by the Local Authority Designated Officer, and appropriate, become the point of contact for communication with regard to an individual safeguarding matter concerning an allegation against a member of staff.

7.3 Responsibilities of the Senior Leadership Team Designated Lead Safeguarding Officer

The SLT Designated Lead Safeguarding Officer is the Vice Principal Curriculum and Learner Services. The Lead Safeguarding Officer will:

- Ensure that the safeguarding policies and procedures are fully implemented across the College and that staff fully understand their responsibilities and duties
- Chair a termly Safeguarding Board to receive and monitor progress made in achieving the College’s Safeguarding Action Plan
- Convene a termly Lead Governor Safeguarding meeting to agree priority actions
- Ensure that resources are allocated to enable the Deputy Lead Safeguarding Officer, Centre Lead Safeguarding Officers and others as needed, to attend strategy discussion, interagency meetings and contribute to assessments
- Ensure that members of staff have received training in line with their roles
- 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 young people against potential radicalisation
- Be responsible for receiving allegations against staff, contractors, volunteers and passing them on to the Principal and Director of Human Resources
- Ensure that the Director of Human Resources records details of all allegations against staff, contractors and volunteers and consults with the Local Authority Designated Officer, (LADO) as appropriate, in order to ensure that allegations are dealt with in an objective and transparent way
- Ensure that the Director of Human Resources carries out any agreed actions with the LADO and reports on outcomes. This includes any contact and reporting to the Disclosure and Barring Service
- Collate and report on all safeguarding training undertaken by the Safeguarding Officers, and all other staff, together with the number of learners who have safeguarding plans, or for whom we have safeguarding concerns
- Ensure that all College staff, volunteers and contractors are aware of the College’s policy for safeguarding children and vulnerable adults and referral procedures, and know how to recognise any concerns
- Make known to every member of staff; temporary, contractors, volunteers and every governor the names of the Safeguarding Officers and their roles.
- Represent the College at the Local Safeguarding Children’s Board Merton and disseminate to College safeguarding team.

### 7.4 Responsibilities of the Deputy Lead Safeguarding Officer

The Deputy Lead Safeguarding Officer will:

- Monitor and audit safeguarding practices across all campuses including the referral of cases externally and the centralised record of all safeguarding activity to ensure consistent and good practice
- Ensure that detailed and accurate written records are kept, even where that concern does not lead to an external referral
- Ensure that all such records are kept confidentially and securely
- Act as a focal point for staff concerns and liaison with other agencies and professionals
- Lead a team of Centre Lead Safeguarding Officers who act as points of contact for staff on child and vulnerable adult protection issues
- Ensure that Safeguarding Officers receive regular appropriate training at a minimum of once every two years
- Attend appropriate training as required to keep up to date with local and national issues and in fulfilling the role of Deputy Lead Safeguarding Officer
- Lead on the induction and refresher training for all staff
• Provide supervision sessions for Centre Lead Safeguarding Officers
• Attend the Chair of Governors termly safeguarding meetings and the Safeguarding Board and contribute to the Safeguarding Action Plan.
• Represent the College at the Local Safeguarding Children's Board Wandsworth and disseminate to College safeguarding team.

7.5 Responsibilities of the Centre Lead Safeguarding Officers

The Centre Lead Safeguarding Officers have a responsibility to:

• Act as a focal point for staff concerns & Safeguarding Referrals
• Oversee the referral of cases of suspected self-harm, harm to others or from others or allegations to the relevant investigating agency
• Monitor and audit safeguarding practices across relevant campus including the referral of cases externally to ensure consistent and good practice
• Keep the Central Safeguarding Register up to date and monitor the quality and timeliness of referrals to achieve the best outcomes for learners
• Ensure that Safeguarding Officers at each centre receive appropriate training at least once every two years.
• Attend appropriate training as required to keep up to date with local and national issues and in fulfilling the role of a Centre Lead Safeguarding Officer.
• Provide supervision sessions at each centre for Safeguarding Officers.
• Attend the Safeguarding Board and contribute to the Safeguarding Action Plan.

7.6 Responsibilities of the Safeguarding Officers

The Safeguarding Officers have a responsibility to:

• Act as a point of contact for staff on child and vulnerable adult protection issues and provide feedback to staff to ensure learning and improved outcomes for children and vulnerable adults
• Act as a point of contact for children and vulnerable adults studying in the College on issues relating to safeguarding
• Know how to make an appropriate referral
• Keep records of all contact and ensure these are passed on to the Centre Lead Safeguarding Officer
• Liaise with Social Services and Children’s Services in accordance with the Local Safeguarding Children Board procedures.
• Attend appropriate training at least once every two years as required by the role
• Participate in supervision sessions
• Contribute to the Safeguarding Action Plan

7.7 Responsibilities of College Managers

All College Managers have a responsibility to:

• Ensure that staff in their areas are informed of the 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 vulnerable adults. In the case of Curriculum Managers this includes the delivery of a curriculum and tutorial arrangements that support the personal development, behaviour and welfare of learners.

- The Head of School and Curriculum Managers for Progression Pathway courses have a specific responsibility in relation to vulnerable adults enrolled.

7.8 Responsibility of all Staff Members

All Staff have a responsibility to:

- Be alert to signs of self-harm, harm to others or from others, and report concerns immediately to a Safeguarding Officer using the Safeguarding Referral Form
- Ensure they do not promise confidentiality regarding information which might compromise the individuals 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 three years.
- Read and refer to ‘Keeping children safe in Education’ (See Appendix 1).

7.9 Allegations against staff

Any suspicion, allegation or actual abuse of a child or vulnerable adult by a College employee, governor, volunteer or contractor must be reported to the Lead Safeguarding Officer or the Deputy Lead Safeguarding Officer who will report the matter in confidence to the Director of Human Resources immediately. If within two hours of the initial concern arising it has not been possible to contact the Director of Human Resources, it must be reported to the Principal or in their absence the Duty Principal. Staff can also report allegations against staff using the College’s whistleblowing policy.

8 Supporting Staff

8.1 The College recognises that any staff member who is supporting a learner who has suffered or is at risk of harm to self, others or from others, may find the situation stressful and/or upsetting.

The College will support staff by providing an opportunity to talk through concerns with the Centre Lead Safeguarding Officer or other lead officers. In addition, staff can seek support from the College’s Employee Assistance Programme which is an independent, free, confidential service available 24-hours a day, 7 days a week by telephoning 0800 282 193.

9. Review

9.1 The policy will be subject to annual review. The review will be initiated by the Vice Principal Curriculum and Learner Services.

10. Access to Policy
    The policy will be published on the College Intranet and website.
| Produced by:         | Bev Giarraputo  
|                     | Vice Principal Curriculum and 
|                     | Learner Services  
| Date Reviewed:      | August 2015  
| Approved by:        | SLT  
| Date Approved:      | September 2015  
| Review by:          | August 2016  

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**Appendix 1** Keeping Children Safe in Education July 2015
Keeping children safe in education

Information for all school and college staff

July 2015
Contents

Summary 3
What school and college staff should know and do 3
Types of abuse and neglect 8
Specific safeguarding issues 9
Further information on a Child Missing from Education 10
Further information on Child Sexual Exploitation 11
Further information on Female Genital Mutilation 11
Further information on Preventing Radicalisation 12
Summary

Keeping Children Safe in Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the guidance.

For ease, part one is set out here as a standalone document.

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2. Children includes everyone under the age of 18.

3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.¹ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.²

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

¹ Such action might be taken under section 47 and section 44 of the Children Act 1989.
² Such action might be taken under section 17 of the Children Act 1989.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

The role of school and college staff

6. The Teachers’ Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.  

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school’s or college’s child protection policy; the school’s or college’s staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

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3 The Teachers’ Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers’ Appraisal) (England) Regulations 2012.
14. There are various expert sources of advice on the signs of abuse and neglect. Each area’s Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options.\(^4\) One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.

**What school and college staff should do if they have concerns about a child**

16. If staff members have concerns about a child they should raise these with the school’s or college’s designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children’s social care, but it is important to note that any staff member can refer their concerns to children’s social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

17. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

18. **Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM). Further details can be found on page 11.**

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.\(^5\)

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\(^4\) Department for Education [training materials on neglect](#).

\(^5\) Brandon et al- Learning from Serious Case Reviews (SCRs) 2011
20. The Department for Education has produced advice What to do if you are worried a child is being abused 2015- Advice for practitioners to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college’s safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s management team.

23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.6

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6 Advice on whistleblowing
Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of *Working Together to Safeguard Children 2015* for more information.
Types of abuse and neglect

24. **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.

25. **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.

26. **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.

27. **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.

28. **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.
Specific safeguarding issues

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education – and see page 10
- child missing from home or care
- child sexual exploitation (CSE) – and see page 11
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and see page 11
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation – and see page 12
- sexting
- teenage relationship abuse
- trafficking
Further information on a Child Missing from Education

All children, 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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school’s or college’s procedures for dealing with children 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.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.\footnote{ Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006}

\textbf{All} schools must inform their local authority\footnote{ Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006} of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil’s name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify
children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)⁹.

Further information on Child Sexual Exploitation

Child sexual exploitation (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. 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, 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.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on

⁹ Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006
FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

**Actions**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

**Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers**, along with social workers and healthcare professionals, 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 will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, 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.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

**Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and

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10 Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

11 Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

**Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to

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12 According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

13 “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).
challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

**Channel**

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

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14 Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: [https://www.gov.uk/government/publications/channel-guidance](https://www.gov.uk/government/publications/channel-guidance)

15 Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015