



Wyke 6th Form College
Safeguarding and Child Protection Policy
(December 2018)

Wyke 6th Form College

Safeguarding and Child Protection Policy

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Safeguarding and Child Protection Policy

Safeguarding is everyone's responsibility!

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working together to safeguard children 2018 as:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is part of safeguarding and refers to the activity that is undertaken to protect children who are suffering or likely to suffer significant harm. Child: The Children's Act defines anyone under the age of 18 as a child. Therefore, students aged 14-16 who attend the College, as well as Wyke students between the ages of 16-18, will come under the scope of this policy and its attendant operating procedure.

1) Aims and Principles

1.1 Purpose and scope of this policy

The purpose of this policy is to protect young people and adults who use Wyke Sixth Form College's services. This policy will provide students, parents, staff and volunteers with the overarching principles that guide our approach to child protection and safeguarding. This policy applies to anyone working on behalf of Wyke College, including senior managers and the Corporation, paid staff, volunteers, temporary staff, agency staff and students.

1.2 Legal Framework

Wyke Sixth Form College recognises that it has a statutory obligation in accordance with the guidance outlined in (KCSIE) **Keeping Children Safe in Education (Sept 2018)** to ensure that students who attend the College are safeguarded as defined by The Children's Act 1989, the Safeguarding Vulnerable Groups Act 2006, the Counter Terrorism and security Act 2015 (includes the Prevent Duty 2015) and the Equality Act 2010. In achieving this Wyke College will seek to provide a safe learning environment and, where incidents or suspicions of a safeguarding nature are reported, operate procedures to ensure these are dealt with fairly, sensitively, respectfully and quickly. The acts complement Wyke College's responsibility in student welfare, equality and diversity and the safety of students and staff. A single point of contact is established with regard to safeguarding and Prevent via the Designated Safeguarding Lead (DSL) and in their absence the Safeguarding Officer or a deputy DSL.

1.3 At Wyke we believe that

All of our students should be able to study in an environment that is safe, supportive and conducive to learning. Our students should never experience abuse of any kind, we have a responsibility to promote the welfare of all students, to keep them safe and to practise in a way that protects them.

1.4 At Wyke we recognise that

The welfare of the student is paramount and all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse. Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and working in partnership with students, their parents, carers and other agencies is essential in promoting student welfare.

1.5 We seek to keep our students safe by

- Valuing, listening to and respecting them.
- Appointing a Designated Safeguarding Officer (DSO) for children and young people, a deputy and a Designated Safeguarding Lead (DSL) and a Corporation safeguarding member.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Developing and implementing an effective online safety policy.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Recording and storing information professionally and securely.
- Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

2) Roles and Responsibilities



2.1 Wyke College Safeguarding Team

DSL = Designated Safeguarding Lead

DSL: Assistant Principal, Chris Herring (chris.herring@wyke.ac.uk).
Designated Safeguarding Officer: Rebecca Bolder (rebecca.bolder@wyke.ac.uk).
Deputy DSL: Senior Tutor, Andrea Mason (andrea.mason@wyke.ac.uk).
Deputy DSL: Senior Tutor, Meg Williams (meg.williams@wyke.ac.uk).
Deputy DSL: Vice Principal, Julie Peaks (julie.peaks@wyke.ac.uk).
Corporation Lead: Safeguarding, Phil Taylor

LAC Co-ordinator – Senior Tutor, Meg Williams (meg.williams@wyke.ac.uk).

2.2 Corporation

The Corporation has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the College complies with them. The Corporation should also ensure that the policy is made available to parents and carers by publishing this on the College website or in writing if requested.

The Corporation will ensure that the College contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (Sept 2018) and that the College's safeguarding arrangements are fit for purpose. It is the responsibility of the Corporation to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our College and that the College has procedures for appropriately managing allegations of abuse made against members of staff (including the Principal and volunteers) in line with the statutory guidance set out in Part 4 of Keeping Children Safe in Education (KCSIE).

The Corporation will ensure that there is a named Corporation Lead for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training.

A nominated member of the Corporation will be responsible for liaising with appropriate partner agencies in the event of suspected or alleged incidences of child abuse from the Principal or other senior post holders.

Corporation will undertake an annual review of its Safeguarding Children policies and procedures. Corporation will also undertake an annual review of how it is fulfilling its duty to safeguard and promote the welfare of children under section 175 of the Education Act 2002.

All new members of Corporation, other than student members and staff members who have been DBS checked as a requirement of their employment, must agree to Enhanced DBS Checks. Corporation members will receive training to enable them to

discharge their responsibilities for child protection and Prevent effectively. This training will take the form of the Safeguarding Young People Level 1.

An annual report to Corporation will be made on the number of recorded instances of alleged/suspected abuse in order to make an assessment of and, if necessary, take action on, any implications arising out of the report. Staff should be aware that College policies provide a channel for individuals to raise genuine or legitimate concerns about any issues linked to child protection. Any deficiencies or weaknesses in child protection arrangements that are brought to Corporation's attention will be remedied without delay.

2.3 Principal and Senior Management Team

The Principal and Senior Management Team will ensure that the policies and procedures adopted by the Corporation are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

2.4 Designated Safeguarding Lead/Deputies/Officer

The Assistant Principal as Designated Safeguarding Lead (DSL) will ensure commitment to this policy and effective, speedy, confidential and sensitive operation of the attendant procedure.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSIE) and the DSL will fulfil those responsibilities and carry out those activities whenever necessary. The DSL will be from the College's SMT and have the appropriate status and authority to carry out the duties of the post. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

Deputy Designated Safeguarding Leads will deputise for the DSL when they are unavailable. The role should be explicit in their job description and any deputies will be trained to the same standard as the lead DSL.

The Safeguarding Officer, with support from the DSL and deputy DSLs will be expected to:

- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2018.
- Be available during school hours for staff to discuss any safeguarding concerns.
- Lead on liaising with other agencies and setting up inter-agency assessment where early help is appropriate.

- Liaise as necessary with the Local Authority Personal Adviser appointed to support any care leavers attending the school regarding any issues of concern affecting them.

- Undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.
- The Safeguarding officer will be trained to the same standard as the lead DSL.

2.5 All Staff (Including volunteers)

All staff have a responsibility to provide a safe environment in which students can learn; all staff will be expected to:

- Read and ensure they understand Part One of Keeping Children Safe in Education.
- Familiarise themselves with the systems within College which support safeguarding, including the safeguarding and child protection policy, the code of conduct/staff behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).
- To be aware of the different types of abuse and neglect so that staff are able to identify cases of students who may be in need of help or protection.
- To know what to do if a child tells them he/she is being abused or neglected.
- To know of the process for making referrals to appropriate agencies in the absence of their DSL.
- Be aware of and understand the early help procedure and their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.
- Act immediately on any concerns they have about a student's welfare.

3) Equality Statement

This policy applies to all college staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

4) Abuse (Adult Perpetrator)

4.1 Definition

Abuse: According to the Children's Act abuse is defined as one or more of the following; -

1. Neglect
2. Physical abuse or injury (including bullying)
3. Sexual abuse
4. Emotional abuse (including bullying)

4.2 Procedure – Student Disclosure/Staff Concern

If a member of staff either suspects abuse to a student under 18 years, or has had abuse disclosed to them by a student, then the member of staff must take the complaint, allegation or suspicion seriously, seeking guidance as soon as possible from the Designated Safeguarding Lead. If in any way concerned, staff should refer to Department of Health Guidelines “What to do if you are worried a child is being abused.” Copies of this document will be available to all staff.

Promises of confidentiality should NOT be given to any person disclosing information as the matter may develop in such a way that these cannot be honoured.

A written record of the nature of the allegation or suspicion must be completed in the presence of the complainant or as soon as possible after the allegation is made. Preferably on the same working day. College records of allegations should be kept for at least 6 years from the student’s 18th birthday. This period should apply whether or not any action is taken in respect of the allegation.

If an allegation of abuse is disclosed to you, you should observe the following guidelines:

- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- Stay calm.
- Reassure them that they are doing the right thing in informing someone.
- Take him/her seriously.
- Questions should be kept to a minimum, and leading questions should be avoided. The use of leading questions can cause problems for any subsequent investigation and any court proceedings.
- It is important that you remain impartial. You need to find a way of separating your issues and feelings on the matter from those of the student.
- If they do not wish to disclose and you feel uncomfortable listening, you can refer them/take them to the Designated Safeguarding Lead/Officer or the College Counsellor.
- Refrain from making comments or judgements.
- The student may prefer to approach other sources of support with you rather than alone. If this is the case, please help the student by being present at these meetings.
- Promises of confidentiality should not be given, as the matter may develop in such a way that these cannot be honoured.
- Be aware that a student may not accept the offer of help immediately, but may do later and this may be the best course of action at that time.
- Be aware that hearing about abuse can be stressful, and that you might need help to de-brief afterwards. The College Counselling Service is confidential and is available to all members of staff.
- Individual staff should never deal with abuse disclosures in isolation and should always refer to the Designated Safeguarding Lead/Officer or the College Counsellor.
- The College Counsellor, works to the British Association of Counselling and

Psychotherapy Ethical Framework for Good Practice and, whilst respecting the confidentiality of the student, she will work with him/her towards increased safety and disclosure where appropriate. The Counsellor has information about and contact details of other support agencies.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

4.3 Allegations of abuse made against staff

In rare instances staff in educational institutions including colleges have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that such allegations may or may not be true. Those dealing with such an allegation should maintain an open mind and ensure that investigations are thorough and not subject to delay. They will also need to handle the situation with sensitivity and to act in a careful, measured way

Receiving an allegation from a young person

A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines set out in this document

If the allegation is against a member of staff who is not a senior post-holder, the Designated Safeguarding Lead should be informed as soon as possible, who in turn should inform the College Principal.

If the member of staff against whom the allegation is made is a senior post-holder, i.e. if an allegation is made against the Principal, Vice Principal, the Director of Finance or the Clerk to the Corporation, the matter should be reported to the nominated Corporation member. Where the allegation is against a senior post-holder other than the Clerk to the Corporation, the nominated Corporation member should be contacted through the Clerk to the Corporation. Where the allegation is against the Clerk to the Corporation, the nominated Corporation member should be contacted through the Principal.

The Designated Safeguarding Lead or nominated Corporation member should:

- Obtain written details of the allegation, signed and dated, from the person who received it;
- the written details should be countersigned and dated by the Designated Safeguarding Lead or the nominated Corporation member;
- Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Designated Safeguarding Lead or nominated Corporation member

The Designated Safeguarding Lead or nominated Corporation member should make an initial assessment of the allegation, consulting with Local Safeguarding Children

Board as appropriate. Where the issue, about which an allegation is made, is considered to be either a potential criminal act or indicates that the young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Safeguarding Children Board.

It is important that the Designated Safeguarding Lead or the nominated Corporation member does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be referred to the H.R. Manager to be addressed in accordance with the Staff Disciplinary Procedure or Senior Post-Holder Disciplinary Procedure, as appropriate.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and investigations

Child protection enquiries by social services or the police should not be confused with internal disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the College to act in a particular way. However, the College should assist the agencies with their enquiries.

The College should hold in abeyance its own internal enquiries while the formal police or social services investigations proceed: to do otherwise may prejudice the investigation. No internal enquiries, including those resulting from disciplinary proceedings, should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Principal, according to the Staff Disciplinary Procedures. Where the person being investigated is the Principal or another senior post-holder, suspension, where appropriate, would take place at the discretion of the Chair of Corporation or, in his absence, the Vice-Chair of Corporation, as required by the Articles of Government and the Senior Post-Holder Disciplinary Procedure.

If there is an investigation by an external agency, for example the police, the Designated Safeguarding Person or nominated Corporation member should normally

be involved in and contribute to the inter-agency strategy discussions. The Designated Safeguarding Person or nominated Corporation member is responsible for ensuring that the College gives every assistance with the agency's enquiries. He will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

The Designated Safeguarding Person or nominated Corporation member shall advise the member of staff that he/she should consult with a representative, for example, their professional association.

Subject to objections from the police or other investigating agency, the Designated Safeguarding Person or nominated Corporation member shall:

- Inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve
- Ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Keep a written record of the information in connection with the allegation
- Inform the H.R. Manager of the outcome of any external investigation to allow any internal investigation or action to be commenced.

Action by the College

On completion of any external investigation, the College will consider whether any action needs to be taken.

Maintaining records of allegations

As regards personnel records, whether or not an allegation is found to be founded, a record that an allegation was made; a summary of that allegation; that it was investigated and the outcome of that investigation, should be kept for a period of six years as a separate file.

5) Peer on Peer Abuse

A key theme within the Keeping Children safe in education guidance 2018 is around peer on peer abuse and in particular, sexual violence and sexual harassment. Peer on peer abuse includes but is not limited to;

- bullying- including cyberbullying,
- physical abuse, including, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- sexual violence and sexual harassment,
- sexting,
- so-called initiation ceremonies/hazing type violence and rituals.

5.1 Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

What is sexual violence and sexual harassment?

Keeping children safe within education 2018 defines sexual violence as;

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include;

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

5.2 Procedure – Student Disclosure/Concern

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the safeguarding policy.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

5.3 Prevention

We will minimise the risk of allegations against other students by:

- Ensuring all students are aware of the College's respect agenda and what is expected of each student in relation to this.
- All students sign a learner agreement when they enrol. The learner agreement clearly outlines the College expectations.
- All students receive a student handbook. The handbook outlines the disciplinary process and the College charter.
- The tutorial system delivers a scheme of work that is designed to educate students on their role within both the College and wider community.

5.4 Guidelines

- Peer on peer abuse should always be treated seriously and never just seen as 'banter' or part of growing up.
- Any incidents of peer on peer abuse will be recorded via CPOMS
- The DSO/DSL will be notified via CPOMS and in person.
- A detailed log of this incident and any previous incidents will be recorded, including dates and times (where possible).
- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom

the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made. These notes should then be entered into CPOMS.
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation.
- Where the report includes an online element, being aware of **searching screening and confiscation advice** (for schools) and **UKCCIS sexting advice** (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. **See links below.**
- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead/officer or a deputy). However, this might not always be possible.
- Informing the designated safeguarding lead/officer (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Searching screening and confiscation advice (for schools)

[Searching, screening and confiscation](#)

UKCCIS sexting advice (for schools and colleges).

[UK Council for Child Internet Safety \(UKCCIS\)](#)

5.5 Investigation

The DSO/DSL will investigate any allegations of peer on peer abuse and inform the Senior Tutors if internal disciplinary action is required. The DSL/DSO will inform the police or social services where necessary.

5.6 Support

Discussions will take place with the victim and their family and also the perpetrator and their family to explore and identify support services.

Students are also able to self-refer to the counsellors based within Wyke Sixth Form College.

6) Prevent Duty - Challenging Extremism

6.1 What is Prevent?

Prevent Duty arises from the **Counter Terrorism and security Act 2015**. Prevent aims to safeguard our students, staff and corporation to keep them safe and within the law. In raising awareness of the issues of radicalisation and extremism the College will support the development of students in non-extremist ways and in procedures to act on regarding concerns.

The Prevent Strategy has three specific objectives;

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Prevent duty: Departmental Advice for schools and childcare providers (DfE 2015) states that, "as a minimum, the Designated Safeguarding Lead must undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from risk of radicalisation". This training must be refreshed every two years.

The Prevent duty should be seen as part of the college's wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised

[Prevent duty guidance: for England and Wales \(click here\).](#)

Section 21 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, including educational institutions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Duty is not about preventing students from having political and religious views and concerns.

The exemplification of British Values and the preventing of radicalisation and extremism must be integrated into the pastoral system and curriculum provision. The college will maintain and review (yearly) its risk reduction planning and training for staff and corporation members in meeting the requirements of the Prevent Duty.

6.2 Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a referral to the Channel programme.

6.3 Channel Process

[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. \(click here\)](#)

The aims of Channel are to support and protect people who may be susceptible to radicalisation and ensure they have the resilience to resist all forms of violent extremism. Channel is not about prosecuting or stigmatising individuals who have been referred.

6.4 Definitions

Extremism: Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values: British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs",

and institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

6.5 Additional support

The DfE has published advice on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

[The Prevent Duty Departmental advice for schools and childcare providers \(click here\)](#)

There is also guidance regarding the use of social media for online radicalisation; this has been developed for schools highlighting how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq. The guide:

- Includes a short summary of some of the main Islamic State of Iraq and the Levant (ISIL) propaganda claims
- Identifies social media sites which ISIL is using
- Advises what actions schools and teachers should take to protect pupils

[How social media is used to encourage travel to Syria and Iraq briefing note for schools \(click here\)](#)

Educate against hate

[Educate Again Hate- Click here](#)

The website gives parents, teachers and education leader's practical advice on protecting children from extremism and radicalisation, it holds information for schools, colleges and parents to tackle the "spell of twisted ideologies".

7) Honour based violence

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

7.1 Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or

deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

A disclosure of extremism must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

8) Female Genital Mutilation (FGM)

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. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. Please see link below regarding multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults (October 2018).

[Multi Agency Statutory Guidance on FGM](#)

8.1 FGM mandatory reporting duty for teachers

Whilst all staff should speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

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 will 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. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the college’s Designated Safeguarding Lead (or deputy) 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 teacher 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. The following is a useful summary of the FGM mandatory reporting duty:

[New duty for health and social care professionals and teachers to report female genital mutilation \(FGM\) to the police \(click here\)](#)

A disclosure of this nature must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

A disclosure of this nature must be reported to the police immediately. The staff member who received this information must make the call!

9) Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges;

[Multi-agency practice guidelines: Handling cases of Forced Marriage \(click here\)](#)

Staff should always discuss any concerns with the Designated Safeguarding Lead/Officer.

College staff can contact the Forced Marriage Unit if they need advice or information:
Contact: 020 7008 0151 or email fm@fco.gov.uk.

10) Vulnerable Children

The [Children and Social Work Act 2017](#) has extended the role of the [virtual school heads](#) and [designated teachers](#) to certain previously looked-after children as they continue to experience educational challenges after leaving care.

Definitions:

Any child may require support, however some children are particularly vulnerable to harm, they include children who;

- are disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan EHCP);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;

- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

10.1 Looked after children (LAC)

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads (VSH) have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the (VSH) for the authority that looks after the child.

The designated LAC Co-ordinator within Wyke Sixth Form College is Meg Williams. Her role is to promote the educational achievement of LAC (and previously LAC), and they will receive appropriate training to enable them to do so.

The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child and should work closely with the designated teacher.

The LAC co-ordinator should work with the virtual school head at the LA to discuss how best to use funding to support the progress of LAC. They should also work with the virtual school head to promote the educational achievement of previously LAC.

10.2 Previously Looked After Children/Care Leavers

Previously looked-after children are those who:

- are no longer looked after by the local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) or because;
- they are the subject of an adoption, special guardianship or child arrangements order, or
- they were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

VSH are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

Care leavers

Local Authorities appoint personal advisers for young people who cease to be looked after and become care leavers. DSLs should:

- Have details of the personal adviser appointed to support a care leaver
- Liaise with the personal adviser as necessary regarding any issues of concern affecting the care leaver.

For further information please click on the following link to promoting the education of looked after and previously looked after children.

[Promoting the education of looked-after children and previously looked-after children](#)

10.3 Early Help (Update 2018)

The term 'Targeted Early Help' describes a co-ordinated, partnership approach to working with children, young people and families whose needs and circumstances might make them more vulnerable. In order for Targeted Early Help to be successful, there needs to be a firm commitment from all agencies to work in partnership to meet the needs of children, young people and families at the earliest opportunity.

Targeted Early Help is a partnership model of working which is based on the consent of the child, young person or family.

Under the Targeted Early Help Approach, a Lead Practitioner should co-ordinate a multi-agency Early Help Assessment and Plan in order to better understand the family's needs and identify the most appropriate support for the child, young person or family, at the right time. The DSL will generally lead on liaising with other agencies, however teachers may need to provide information to form part of any assessments undertaken by early help. Teachers must provide requested information promptly (within 5 working days).

10.4 Children missing in education

It is important that staff are aware that children and young people going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of the college's unauthorised absence process and children missing from education procedures. The procedures are as follows:

- If a child is missing for 48 hours without authorising their absence, then the progress tutor must contact parents and ensure the student is safe. Automated texts/emails will be sent during this time period informing parents of the absence.
- If a vulnerable child is missing for 24 hours without reporting their absence, then the progress tutor must contact parents. Automated texts/emails will be sent during this time period informing parents of the absence.
- If safeguarding concerns have been reported and logged in CPOMS, then the DSO must inform parents immediately if a lesson is missed.

11) Self-Harm/Suicidal Thoughts

Self-harm- Information from [NSPCC Self-harm \(click here\)](#)

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing.

There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help.

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So, whatever the reason, it should be taken seriously.

How to spot the warning signs

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- [depression](#), tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Suicidal thoughts- Information from [NSPCC Suicidal thoughts \(click here\)](#)

Some children may feel like there is no hope or might think about ending their life.

Whilst thinking about suicide is relatively common, very few young people will actually attempt to take their own lives. However even having suicidal thoughts clearly shows someone is unhappy and needs help and support.

It can be difficult to understand what causes suicidal feelings but they're often triggered by upsetting experiences such as:

- living with mental illness
- experiencing abuse
- being bullied
- bereavement after losing a loved one
- being forced to marry
- having very low self-worth

Somebody who is feeling suicidal might: information from [Childline mental-health-suicide \(click here\)](#)

- be feeling [depressed](#) or withdrawn (they might stop wanting to see their friends or do things they normally like doing)
- start doing dangerous things like taking [drugs](#) or drinking [alcohol](#)
- give away things they own
- stop looking after themselves (they might not wash as often or care about their appearance as much as they used to)

Somebody who is feeling suicidal might say things like:

- "It'll be over soon"
- "I'm better off dead"
- "I don't want to be here anymore"
- "I won't be missed"

11.1 Guidelines

If a student discloses suicidal thoughts or self-harming behaviours or a member of staff suspects self-harm they must follow the guidelines set out below.

Staff must report the concern to the DSO/DSL and record the information in CPOMs.

If there is immediate risk, the staff member present must call the emergency services.

If self-harm or suicidal thoughts are disclosed to a counsellor, it is important that students are made aware that that would result in a confidentiality breach and parents will be contacted and informed to enable them to safeguard the student. Only in exceptional circumstances would this not be undertaken. Where parents are not contacted the DSO will document the reasons for this in CPOMs.

Where appropriate, the student should be encouraged to call his or her parents to talk about what has happened. In the event that a student is reluctant to contact his or her parents, college staff must take responsibility and alert parents that their child may be at risk of harming him or herself in the future. It is recommended that the college provides parents with both community and web-based resources for understanding and effectively addressing self-injury.

Where a counsellor or staff member has a concern regarding a student who is self-harming or who has suicidal thoughts they should provide the student and parents with the following CAMHS contact numbers;

CAMHS Contact Point- 01482 303688 (Hull) 9am-5pm

CAMHS Contact Point- 01482 303810 (East Riding) 9am-5pm

CAMHS Crisis Team- 01482 301701 - Out of hours (5pm -9am)

CAMHS team 01724 408460 (North Lincolnshire) 9am-5pm

CAMHS Access Team: 01724 382015 (North Lincolnshire)

Out of hours is after 5pm and at weekends where for a mental health crisis access to support is at your local Accident and Emergency department.

Students/parents can also be provided with the following information should they wish to access counselling services outside of Wyke Sixth Form College;

Useful help lines and websites include: -

MIND – 01482 240200 (Hull)

MIND Info line Tel: 0845 766 0163

The Warren 01482 218115 www.thewarren.org

Let's Talk- 01482 247111 (Age range 17.5 years plus to self-refer)



Mental Health Response Service- 01482 301701 (Age 18 years plus to self-refer)

The Samaritans 116123 (free phone) jo@samaritans.org.uk

Young Minds Tel: 0808 802 5544 www.youngminds.org.uk

Papyrus HOPELineUK Tel: 0800 068 414 www.papyrus-uk.org

Youth Access Tel: 0208 772 990

National Self Harm Network www.nshn.co.uk

- www.lifesigns.org.uk
- www.childline.org.uk
- www.selfharm.org.uk
- www.b-eat.co.uk
- www.samaritans.org.uk
- www.harmless.org.uk

If a student discloses suicidal thoughts, please identify with the student the following information as this is vitally important for CAMHS to make an informed decision regarding their immediate course of action;

Frequency- How often are they having suicidal thoughts?

Intensity- Scale from 1-10

Duration- How long do the thoughts last and do they pass?

Context- TRIGGERS- What has led up to those thoughts? Has anything significant happened?

Plan- Does the student have a plan re how/when?

Intent- Does the student intend to follow through with those thoughts?

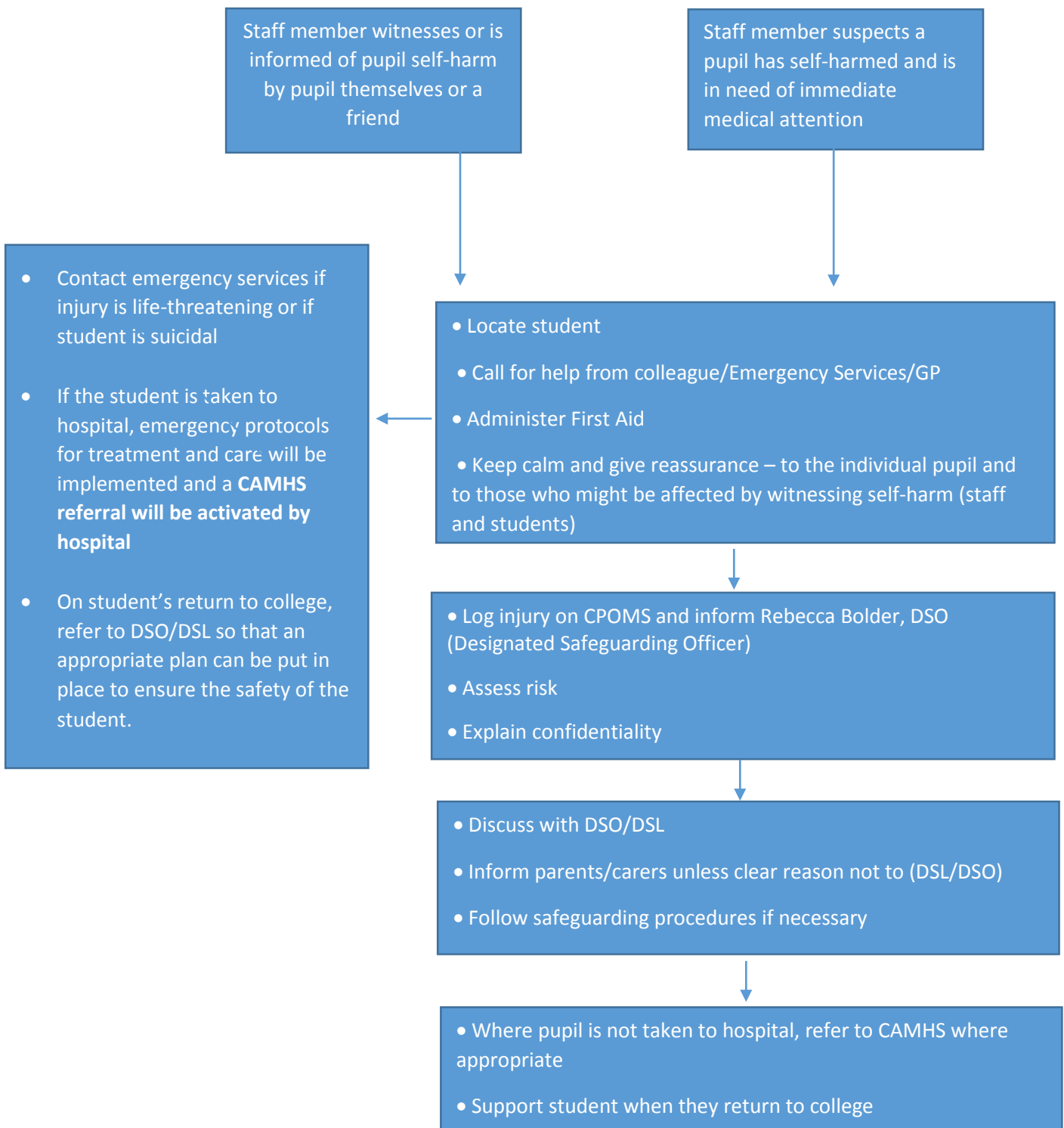
If a student identifies they would like counselling support all staff members should inform the student they can self-refer to the Wyke Sixth Form College counselling services at counsellor@wyke.ac.uk

Staff Support

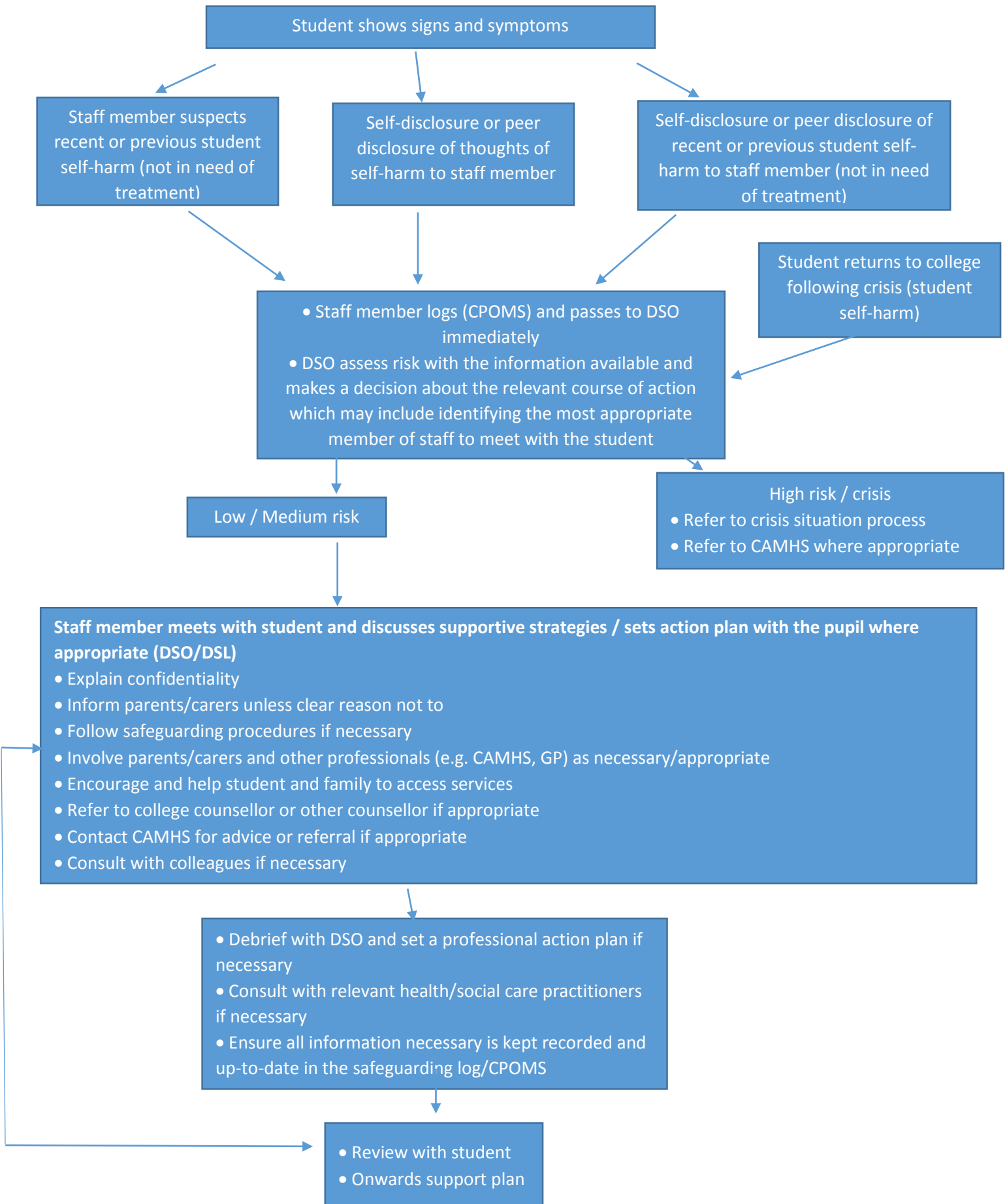
College staff will experience a range of feelings in response to self-harm in a child/young person, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. It is important for all work colleagues to have an opportunity to discuss the impact that self-harm has on them personally. Staff will also be given the opportunity to compose themselves before returning to the classroom or their workspace. Staff are able to self-refer to the college counsellors for counselling support in their own right.

[Information Document – Self-Harm \(click here\)](#)

11.2 Process for managing self-harm at Wyke in a crisis situation



11.3 Process for managing self-harm at Wyke (not in need of urgent medical treatment & return to college)



12) Reasonable Force/Restraint – (Stat Requirement.)

For the purpose of this policy, staff will physically separate pupils found fighting or causing risk of harm to another member of the College. As a College, we recognise our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Reasonable force can be used to prevent pupils from;

- hurting themselves or others,
- damaging property,
- causing disorder.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a conflict situation.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Reasonable force can be used to;

- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight;
- restrain a student at risk of harming themselves through physical outbursts.

The following government link provides guidance on the use of reasonable force

[Use of reasonable force advice- Reviewed July 2015 \(click here\)](#)

13) Staff Training – Wyke Requirements?

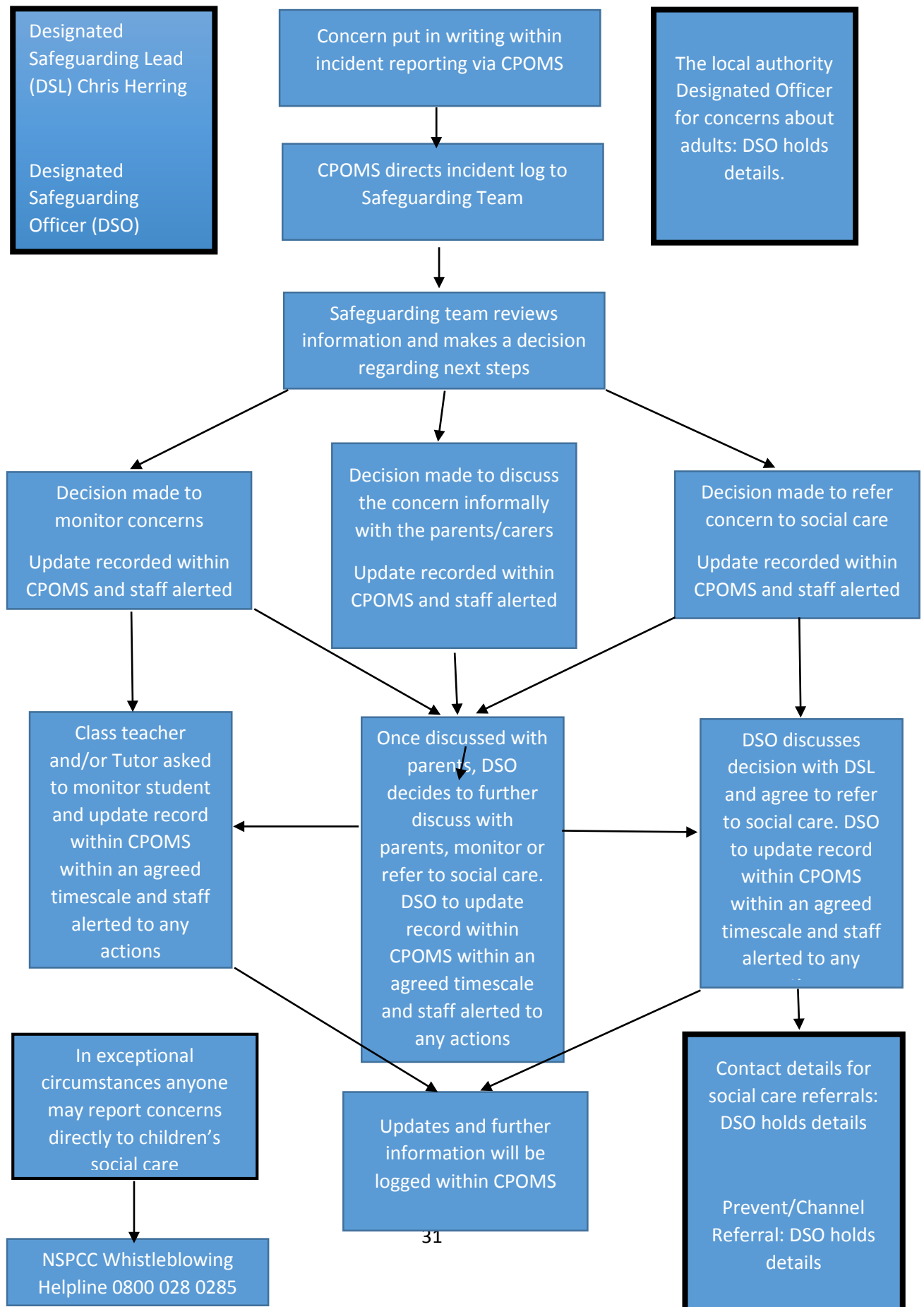
- All staff will undertake Safeguarding Young People Level 1 as a minimum requirement.
- The Designated Safeguarding Lead (DSL), the Designated Safeguarding Officer (DSO) and any DSL deputies must undertake Designated Safeguarding Lead Training Level 3 as a minimum requirement. DSL Lead Training must be renewed every two years.
- The Designated Safeguarding Lead must undertake Prevent awareness training and to enable them to provide advice and support to other members of staff on protecting children from risk of radicalisation.
- All training must be refreshed every three years. A training log will be stored within the single central record and this will be managed by the HR office.

14) Internal Referral Guidelines

If staff have **any concerns** about a child's welfare, they should act on them immediately. Wyke 6th Form College referral guidelines flowchart will be followed by all members of staff.

All safeguarding and child protection concerns must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



14.1 CPOMS

CPOMS is a computer programme which Wyke 6th Form College will use to manage/record and report on child protection and safeguarding.

CPOMS will enable staff to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police, (including letters and phone calls) and be alerted if timescales are not being met.

CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to undertake a CAF can all be recorded on the system, in a safe, secure and searchable record.

14.2 Informing the DSO/DSL (or deputy)

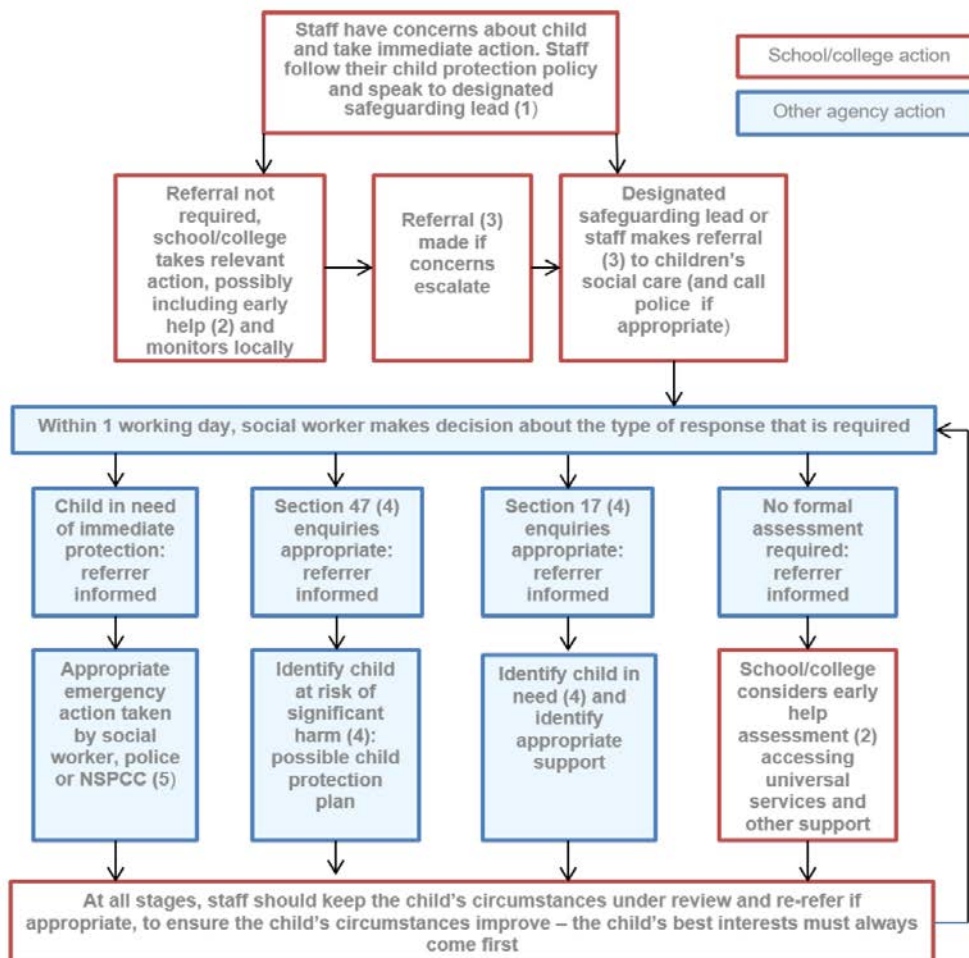
Staff will use the CPOMS system to refer any safeguarding concerns or child protection issues to the safeguarding team. College referral guidelines will be followed as discussed within this policy. Any actions identified for staff members will be recorded within CPOMS and actioned accordingly.

A simple referral guide can be found in Appendix A – *How to report a safeguarding concern.*

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. **Failure to do so is likely to result in disciplinary action.**

15) External Referral Guidelines – (DSO/DSL is responsible)

Actions where there are concerns about a child



16) All Other Situations

If staff members have any concerns they should act on them immediately; they should follow the safeguarding and child protection policy and speak to the designated safeguarding lead/officer (or deputy); the options that then exist (managing any support for the child internally, an early help assessment or a referral for statutory services) are outlined and KCSIE explains that staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If you have any doubt about what action to take in a safeguarding situation, then always refer to the DSL/DSO or deputies. All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. **Failure to do so is likely to result in disciplinary action.**

17) Related Documents

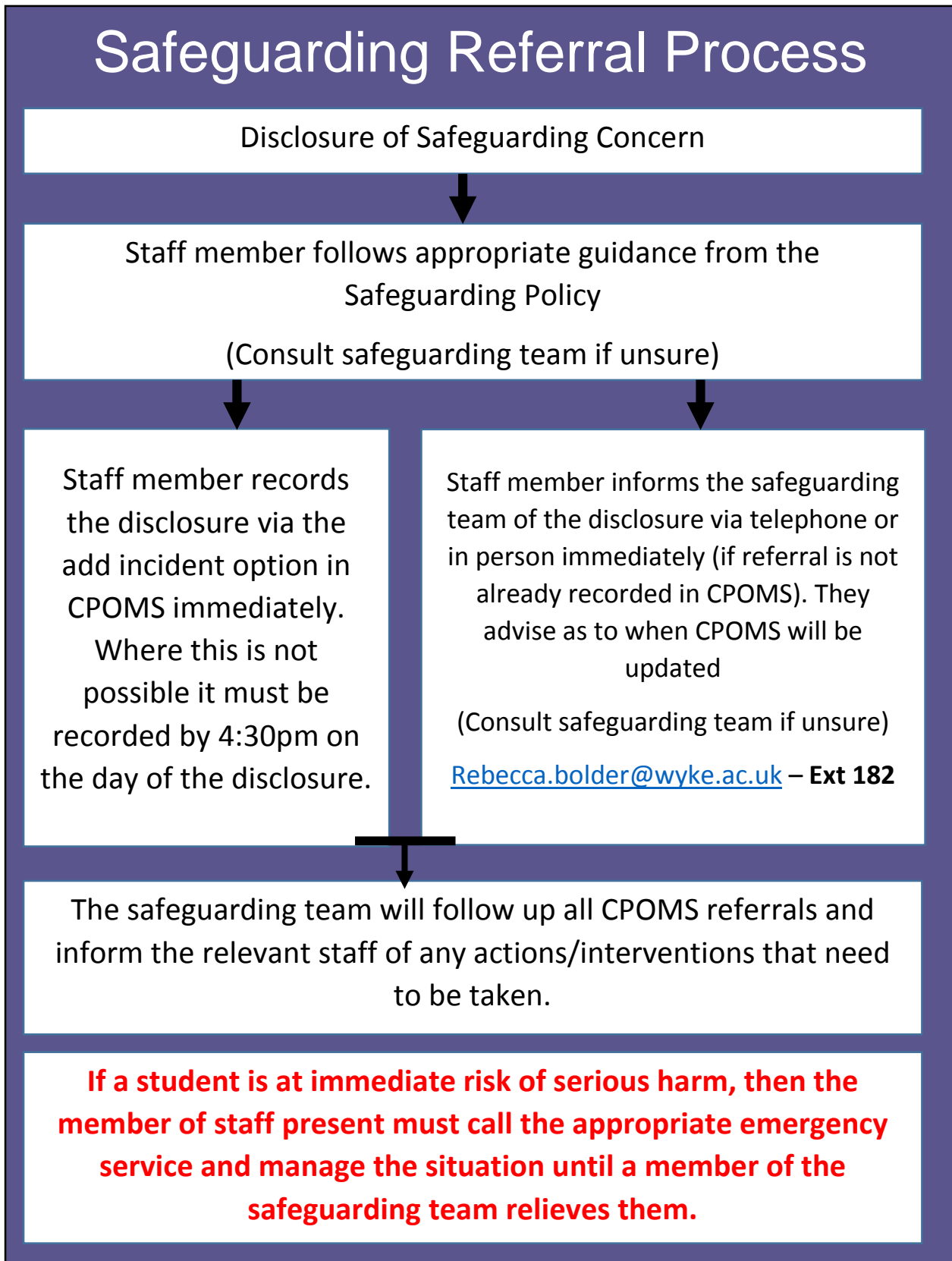
Keeping Children Safe in Education 2018
Counter-Terrorism and Security Act 2015
Prevent Duty Guidance
Equality Act 2010
Children and Social Work Act 2017
Multi-Agency Statutory Guidance on FGM 2018
Multi-agency practice guidelines: Handling cases of Forced Marriage
Searching, screening and confiscation advice (for schools)
UKCCIS sexting advice (for schools and colleges)
Promoting the education of looked-after children and previously looked-after children
Guidance on the Use of Restrictive Physical Interventions for Staff Working with
Children and Adults who display Extreme Behaviour in Association with Learning
Disability and/or Autistic Spectrum Disorders (2002)
Use of reasonable force guidance July 2015
Local Safeguarding Children Board Guidelines
College Computer Users Regulations
e-Safety Policy
Staff Code of Conduct
Safeguarding Vulnerable Adults Policy and Procedures
Whistleblowing Policy

18) Policy Review Dates

Approved by Corporation 3 September 2005
Minor revisions approved 18 December 2007, 18 December 2008, 17 December
2009, 15 December 2011, 10 December 2012, 25 February 2014
Revised and approved by the Corporation, 7 February 2017
Revised and approved by the Corporation, 15 March 2018
**Major rewrite to comply with KCSIE 2018 approved by the Corporation
13 December 2018.**

Signed by: Chris Herring – Designated Safeguarding Lead _____

Appendix A - *How to report a safeguarding concern*



Appendix B - CPOMS Instructions

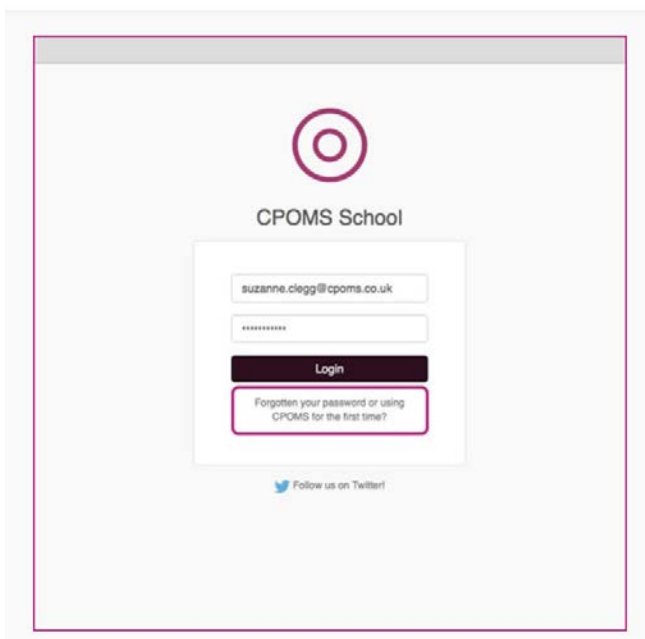
Using CPOMS for the first time

Firstly, every user needs to set their own password.

In order to ensure that all users change their passwords to something that is personal and secure we do not provide you with a password to begin with.

To create your first password please visit <https://wykecollege.cpoms.net>.

Click on the 'Forgotten your password or using CPOMS for the first time?' option (beneath the 'Login' button).



Next, input your email address click '**Reset Password**'. This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to <https://wykecollege.cpoms.net> and enter your email address, password and click the 'Login' button.

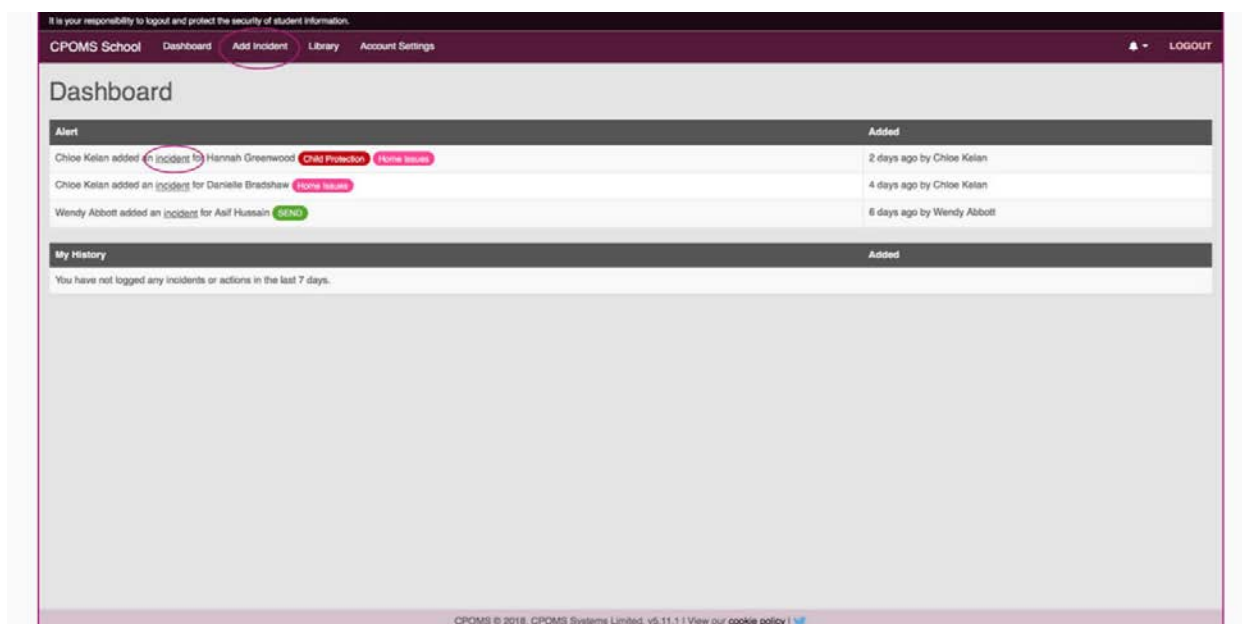
Dashboard

Once you are logged in to CPOMS, you will see an 'Alert' and 'My History' section. If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.

Adding an Incident

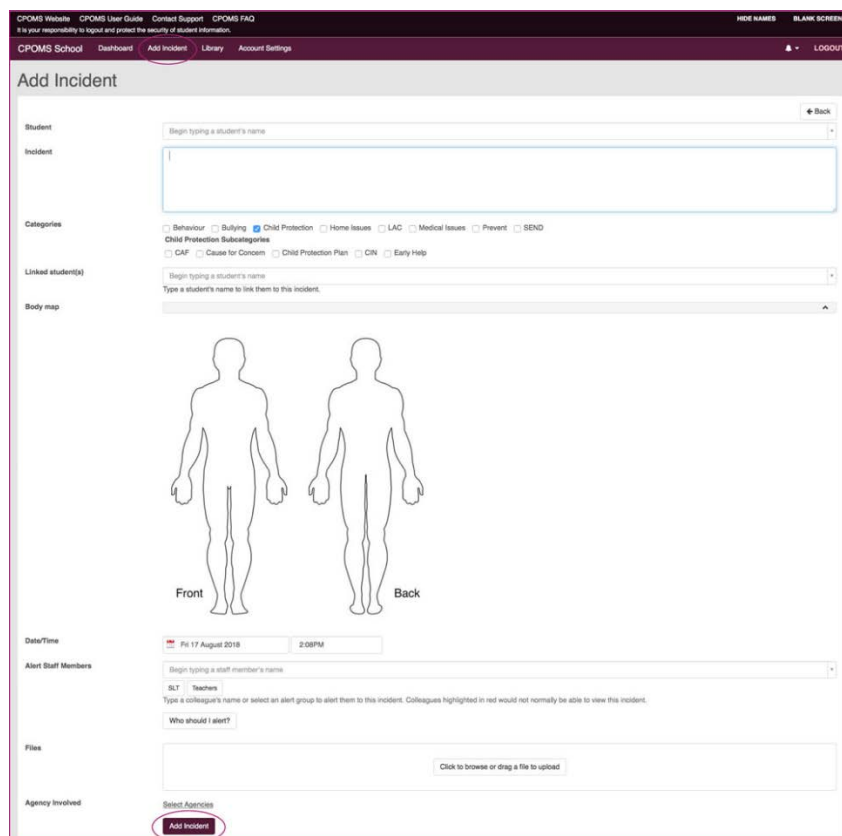
To add a new incident to the system, click on the **'Add Incident'** link at the top of your screen.



This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific. *N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.*
- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.

- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.



CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to report and protect the security of student information.

CPOMS School Dashboard Add Incident Library Account Settings

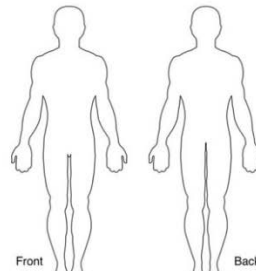
Add Incident

Student:

Incident:

Categories: Behaviour Bullying Child Protection Home Issues LAC Medical Issues Prevent SEND
 CAF Cause for Concern Child Protection Plan CIN Early Help

Linked student(s):
Type a student's name to link them to this incident.

Body map: 

DateTime:

Alert Staff Members:
 SLT: Teachers
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.
 Who should I alert?

Files:

Agency Involved:

Viewing an Incident

If you have been sent any alerts at all, you will also receive an email to your email address to make you aware of the fact that you have been sent an alert by a member of staff in school.

The email will tell you who has created the alert and which category it comes under but **no other information**. It will then give you a link to the log in page for your CPOMS to view the content in full.

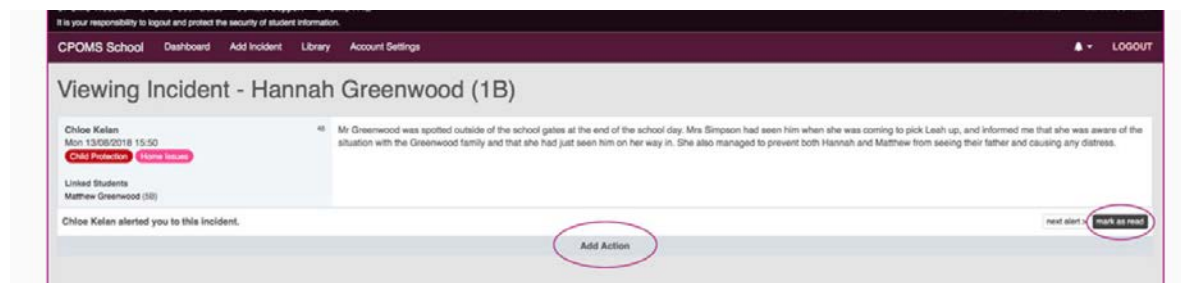
Once logged into the dashboard you will see your list of alerts. They again will tell you which member of staff has alerted you, which student the alert is for, which category the incident falls under and finally when the incident alert was created.

If you click on the word **Incident** you will be taken directly to view the incident.

Once you have read and dealt with the incident, you can choose to **'Add Action'** below the content, to add in the detail of any action you have taken, or what you would now like a colleague to follow up.

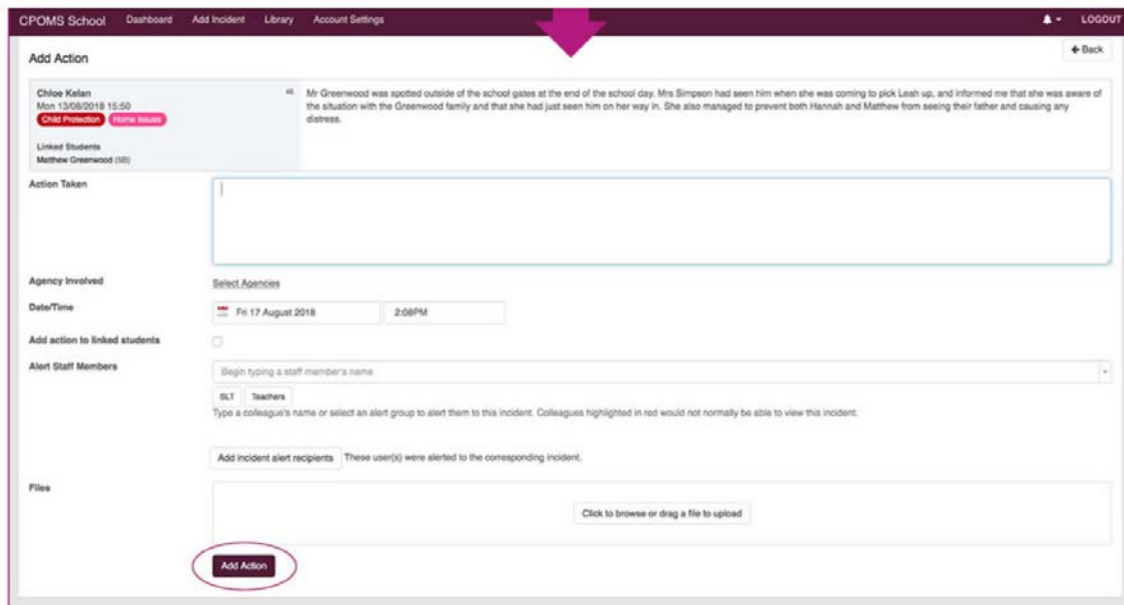
Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

N.B Please note, once you have marked the incident as read, the alert will disappear from your alerts dashboard and you will not be able to read it again. Therefore, if you are required to add any actions make sure to do this before you select the 'mark as read'.



Adding an Action

Once you have read an alert and dealt with it, you can then log an action. This is very similar to incident logging and you can choose to alert other staff in the same manner. You can then make sure that there is a clear trail of what has been done, by whom and when. This ensures that everyone alerted has an up-to-date knowledge of what is happening with that student.



- Firstly, fill in the free text box with all the information needed about the action taken.
- Click on '**Agency Involved**' to choose which, if any, agencies have been involved in this action.
- Select the date and time you wish to record, if different to the current.
- If you would like the action to be copied to the linked students profile click on the tick box to '**Add action to linked students**' next, and '**Share documents?**' if necessary.
- Alert the relevant staff members by typing in the individual staff names, or alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- Add a file if needed, using the '**Click to browse or drag a file to upload**' button.
- Click '**Add Action**' to submit and send on any selected alerts to staff.

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DSO immediately and record in CPOMS no later than 4:30pm on that working day. Failure to do so is likely to result in disciplinary action.