



Child Protection and Safeguarding Policy

September 2022

Document Quality Control

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1.0 Purpose and Aim

Key Contact Details

Designated Safeguarding Person (DSP) – Mrs Lisa Morton 07554 957178

Deputy DSPs – Ms Alanna Davies, Mr Ceitho Williams, Ms Paisley Beeching, Mr Kristian Gwilliam, Mr Neil Davies and Ms Helen Williams – 07776 419599

*** Mr Ceitho Williams, Ms Paisley Beeching and Mr Kristian Gwilliam are available 24 hours for cover***

Designated Governor for Safeguarding – Mr Tim Fish – 07803 935 385

Chair of Governors – Mr Aatif Hassan (accessed via the Designated Governor for Safeguarding)

College Mental Health Lead – Ms Sal Wozencroft – sal.wozencroft@ccoex.com

College Looked After Children Lead – Ms Helen Williams – helen.williams@ccoex.com

College Prevent Lead – Mrs Lisa Morton (DSP) – lisa.morton@ccoex.com – 07554 957178

Cardiff Children's Services – **029 2053 6490 (Option 3)**

Cardiff Children's Services - Out of office hours, the emergency duty team: **029 2078 8570**

Children's Commissioner Wales – 01792 765600

CIW – 0300 7900 126

ESTYN – 02920 446446

NSPCC Whistleblowing Helpline – 0800 028 0285

- 1.1 **Safeguarding** is preventing and protecting children from abuse, neglect or other kinds of harm, irrespective of where this happens (online or offline or on or off the education setting premises) and educating those around them to recognise the signs and dangers. *Keeping Learners Safe in Education (April 2022)* defines safeguarding and promoting the well-being of all children** attending an education setting as:

- Protecting children from risk of abuse, neglect or other kinds of harm
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

*** Cardiff Sixth Form College uses the definition of a child as a person under the age of 18, in line with Section 175 of the 2002 Children's Act and Section 3 of the Social Services and Well-being (Wales) Act 2014*

- 1.2 **Child protection** is part of safeguarding and the promotion of welfare. Child protection refers to an activity, which is undertaken to protect specific children who are suffering significant harm because of abuse or neglect.
- 1.3 Everyone working in education who comes into contact with children and their families has a role in safeguarding children and everyone working in education forms part of the wider safeguarding team and is responsible for keeping children safe by:
- Creating and maintaining a safe learning environment for children

- Identifying child well-being concerns and taking action to address them, where appropriate in partnership with other agencies
 - Developing children's understanding, awareness and resilience through the curriculum
- 1.4 This policy aims to make explicit the College's commitment to the development of good practice and sound procedures with regard to safeguarding and child protection, making it clear that safeguarding children is **everybody's responsibility**, in line with the first key principle of safeguarding from the *Wales Safeguarding Procedures' 2019*.
- 1.5 This policy highlights the College's core safeguarding principles as:
- 1.6 **All staff** (anybody who is employed by the College and/or anybody who is visiting the College) have a responsibility to safeguard and promote the welfare of all children regardless of age, gender, ability, culture, race, language or sexual identity and must therefore familiarise themselves and comply at all times with this policy
- All College staff (teaching and non-teaching) should be aware that safeguarding incidents can happen at anytime and anywhere and are required to be alert to any possible concerns - **everyone** is responsible and **everyone** can make a report.
 - The College has a statutory responsibility to ensure that measures are taken to minimise risks for children and that at all times swift, appropriate action will be taken by staff to address the welfare of a child or children; working with agreed local policies and procedures and with other local agencies
 - The College has a commitment to ensuring that staff receive regular training in safeguarding and child protection, appropriate to their role and in line with any changes in local or national guidelines
 - The College must instil confidence in staff to work with the safeguarding and child protection policy and the subsequent policies that dovetail to it to report any concerns that they have regarding pupil welfare and child protection issues to the named Designated Safeguarding Person, or Deputy DSPs. Any concerns regarding staff behaviour with pupils must be referred to the Head. Should the allegations be about any member of the College safeguarding team then the Designated Governor for Safeguarding must be informed. Any allegations concerning the Head/Principal, must be referred to the Chair of Governors
 - The College will ensure that pupils and staff involved in safeguarding and child protection issues will receive appropriate support and guidance
 - The College will ensure that safeguarding and child protection concerns and reports are handled at all times sensitively, professionally and in ways that support the needs of the child
 - The College has a duty to renew the policy annually or when statutory legislation changes, familiarising all staff and pupils with it upon renewal
 - The College must make this policy available to all parents (and all members of the public) on the college website or in writing on request.
 - In order to keep children safe, the college has systems in place to:
 - Prevent unsuitable people (as defined in *Section 113BA of the Police Act 1997*) from working with children
 - Promote safe practice and challenge poor and unsafe practice
 - Identify instances in which there are grounds for concern about a child's well-being, and initiative or take appropriate action to keep them safe
 - Contribute to effective partnership working and make sure that good communication between all those involved with providing services for children and families take place

- Promote and protect children and young peoples' rights in line with Welsh Government Guidance, *The Right Way*
- There are three main elements to this policy:
- Prevention through the culture, teaching and pastoral support offered to learners
- Procedures for identifying and reporting cases, or suspected cases of abuse
- Support to students and college staff and to children who may have been abused
- The following guidance has been referred to within this policy and guidance should be read and followed by:

- Governing Bodies
- Proprietors of Independent Schools
- Senior Leadership Teams

General Safeguarding Guidance

- Children Act 1989
- Education Act 1996
- Police Act 1997
- Learning and Skills Act 2000
- Education Act 2002
- Children Act 2002
- Adoption and Children Act 2002
- NMS Wales 2003
- Independent School Standards (Wales) Regulations 2003
- Children Act 2004
- Safeguarding Children: Working Together under the Children Act 2004
- Supplementary guidance to safeguard children: working together under the Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspection Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011
- Rights of Children and Young Persons Measure 2011
- Education and Skills Act 2012
- School Standards and Organisation Act (Wales) 2013
- Social Services and Wellbeing Act (Wales) 2014
- Education (Independent Schools Standards) Regulations 2014

- Education (Wales) Act 2014
- Wellbeing of Future Generations (Wales) Act 2015
- What to do if you are worried a child is being abused: Advice for Practitioners 2015
- ESTN Supplementary Guidance: Inspecting Safeguarding in Post-16 Provision 2015
- Modern Slavery Act 2015
- The Right Way; A Children's Rights Approach to Education in Wales 2017
- Making a Difference: A Guide for the Designated Person for Looked After Children in Schools 2017
- Children and Social Work Act 2017
- Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People and Carers 2018
- General Data Protection Regulation and Data Protection Act 2018
- Welsh Government Sharing Information to Safeguard Children 2019
- Working Together to safeguard People 2019
- Improving Educational Outcomes of Children in Need of Help and Protection 2019
- Wales Safeguarding Procedures 2019
- All Wales Practice Guides 2019
- Celebrating Diversity and Promoting Inclusion: Good Practice in Supporting Lesbian, Gay, Bisexual and Transgender LGBT Learners in Schools and Colleges 2020
- Keeping Learners Safe 2022
- Working Together to Safeguard Children 2022

Bullying

- Rights, Respect, Equality 2019

Guidance on Violence and Sexual Violence

- The Sexual Offences Act 2003
- Preventing Youth Violence and Gang Involvement 2013
- Serious Violence Strategy 2018
- Upskirting: Know Your Rights 2019
- All Wales Practice Guide on Safeguarding Children from Child Criminal Exploitation
- All Wales Practice Guide on Safeguarding Children where there are concerns about Harmful Sexual Behaviour
- Criminal exploitation of children and vulnerable adults: county lines guidance 2020
- Guidance for Education Settings on Peer Sexual Abuse, Exploitation and Harmful Sexual Behaviour 2020

Conducting a Search and Use of Reasonable Force

- Education and Inspections Act 2006
- Safe and Effective Intervention, Use of Reasonable Force and Searching for Weapons 2013
- Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies 2013
- EWC Guide to Good Practice with appropriate Touch Handling and Restraint 2018
- Use of Reasonable Force in Schools: Reducing the need for restraint and restrictive intervention 2019
- Equality and Human Rights Commissions: Human Rights Framework for Restraint 2019
- Reducing Restrictive Practices Framework: Children's Rights Impact Assessment 2021
- EWC Code of Professional Conduct and Practice 2022

Behaviour and Attendance

- Inclusion and Pupil Support Guidance 2016

E-Safety and Online Harms

- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People 2016
- Sharing Nude Images – Responding to Incidents and Safeguarding Learners
- Sharing nudes and semi-nudes: responding to incidents and safeguarding children and young people
- Sexting in Schools and Safeguarding Learners: Guidance for Education Settings in Wales 2017
- Searching, Screening and Confiscation 2018
- Online Safety Action Plan for Children and Young people in Wales 2019
- Recommended Web Filtering Standards for Schools in Wales Guidance 2018
- Using External Visitors to Support Online Safety Education 2022
- Protection of Children and Young People at risk of experiencing harm through the use of information technology 2015
- Advice for schools on preparing for and responding to viral online harmful challenges and hoaxes
- All Wales Practice Guide Safeguarding Children from Online Abuse
- UKCIS Education for a Connected World 2020
- Online Safety in Schools and Colleges: Questions for the Governing Board 2020
- Live Streaming and Video Conferencing Safeguarding Principles and Practice 2021
- The Online Safety Five Key Questions for Governing Bodies to help their schools and colleges to effectively safeguard their learners 2020
- Enhancing digital resilience in education: An action plan to protect children and young people online 2021

FGM, Domestic Violence and Violence against Women

- FGM Act 2003
- All Wales Protocol on FGM 2011
- Anti-social Behaviour, Crime and Policing Act 2014
- Multi-agency Practice Guidelines: Handling Cases of Forced Marriage 2014
- Handling Cases of Forced Marriage 2014
- Multi-agency Guidance on FGM 2015
- Serious Crimes Act 2015
- The Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales 2015
- Violence against Women, Domestic Abuse and Sexual Violence Wales Act (VAWDASV) 2015
- The Violence against Women, Domestic Abuse and Sexual Violence Guidance for Governors 2016
- National Strategy on Violence against Women, Domestic Abuse and Sexual Violence 2016 – 2021
- The National Training Framework on Violence against Women, Domestic Abuse and Sexual Violence for Wales 2019
- All Wales Practice Guide Safeguarding Children from abuse related to cultural and religious beliefs
- All Wales Practice Guide Safeguarding Children affected by domestic abuse
- FGM Home Office Mandatory Reporting of Female Genital Mutilation Procedural Information 2020
- HM Government Multi-agency Statutory Guidance on FGM 2020
- The Welsh Governments National Strategy on Violence against women, domestic abuse and sexual violence 2016 – 2021

Mental Health, Health and Well-being

- Fabricated or Induced Illness: Safeguarding Children 2008
- Relationships and Sexuality Education (The Code) 2022
- NHS Wales Adverse Childhood Experiences and their Impact on Health

Suicide and Self-Harm

- Help is at Hand NHS Wales 2015
- Responding to Issues of Suicide and Self-harm in Young People 2019

Prevent

- The Prevent Duty – Departmental advice for schools and childcare providers 2015
- Channel Duty Guidance – Protecting vulnerable people from being drawn into terrorism 2015

- Creating Safe Learning Communities 2015
- The Counter Terrorism and Security Act 2015
- Use of Social Media for Online Radicalisation 2015
- Respect and Resilience – Developing Community Cohesion Guidance 2016
- Revised Prevent Duty Guidance: Respect and Resilience Developing Community Cohesion 2016
- Tackling Hate Crimes and Incidents: Framework for Action 2017
- Revised Prevent duty guidance for England and Wales 2021

Substance Misuse

- Working Together to Reduce Harm 2019
- Criminal Exploitation of children and vulnerable adults: county lines guidance 2020

Safer Recruitment Practice

- Child Protection Preventing Unsuitable People from working with Children and Young People in the Education Service 2002
- Procedures for Whistleblowing in Schools and Model Policy 2007
- Protection of Freedoms Act 2012
- Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff 009/2014
- Welsh Circular Procedures for reporting misconduct and incompetence in workplace in education workforce in Wales 2015
- Procedures for reporting misconduct and incompetence in the education workforce in Wales 168/2015
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 - 2020
- Disciplinary and Dismissal Procedures for School Staff 002/2020
- Education and Training Act 2021

2.0 Introduction

- 2.1 Cardiff Sixth Form College aims to create pupils who whilst attaining their full, unique academic potential are independent, self-sufficient young adults with a genuine care and interest in others. As such, the College aims to nurture and develop each individual pupil, enabling all to thrive within a mutually respectful, safe and supportive environment. The College is committed to safeguarding its pupils and through a culture of vigilance; staff recognise their moral and statutory responsibilities in safeguarding and promoting the welfare of all children.
- 2.2 The College supports all students who are vulnerable and at risk by engaging in preventative measures; by exploring methods of intervention via the education of pupils or via pastoral support plans. The College communicates well with staff, students and parents to ensure successful outcomes for those pupils who are most at risk.

- 2.3 There are five main elements to Cardiff Sixth Form College's Child Protection and Safeguarding Policy, all of which take account of the *Wales Safeguarding Procedures* two key principles, 'safeguarding and protecting is everybody's responsibility' and 'a child-centred approach' :
- i. **Prevention** (positive College atmosphere, careful and vigilant teaching, pastoral care, support to students, providing good adult role models).
 - ii. **Protection** (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
 - iii. **Support** (to students and College staff and to children who may have been abused).
 - iv. **Safer Recruitment:** The College complies with the requirements made by the Welsh Government *Keeping Learners Safe 2022 and Safeguarding children: working together under the children act 2004*. The College has a Safer Recruitment policy, which enhances the safer recruitment programme, and a staff behaviour policy, which details the expectations of staff behaviour.
 - v. **To contribute to an inter-agency approach** to child protection by developing effective and supportive liaison with other agencies and Colleges.

3.0 Prevention

- Cardiff Sixth Form College ensures that a safe, welcoming environment is maintained where children are respected, valued and listened to. In order to adopt a whole college approach to safeguarding and child protection, pupils are regularly made aware of who they can talk to if they are upset, concerned or if they have worries regarding other pupils and/or staff conduct with students.
- All staff receive safeguarding training which is refreshed regularly and all new College staff receive a separate safeguarding induction. All staff have access to the college policy on safeguarding and child protection and are aware of their duties and responsibility to refer safeguarding concerns to the Designated Safeguarding Person.
- The college monitors and evaluates its safeguarding practice via:
 - Governor audits and the appraisal of the Designated Safeguarding Person
 - Learner Voice
 - Staff and Parental Questionnaires
 - Analysis of risk assessments
 - Safeguarding logs
 - Review of complaints
 - Review of training and professional development
 - Scrutiny of attendance and behaviour data
- Completion and updates of the Safeguarding Audit Tool – Keeping Learners Safe 2022, Annex 3
- Pupils are regularly informed of safeguarding procedure and pastoral initiatives that promote well-being via:
 - Induction
 - Assemblies
 - Weekly PSE sessions

- RSE (Relationships and Sexuality Education) is taught within PSE for all KS4 pupils, demonstrating good practice in line with *Relationships and Sexuality Education (The Code) 2022*
- Safeguarding Curriculum Sessions, covering Prevent, Peer on Peer Abuse and topics such as online harms are delivered throughout the academic year
- College posters in both the main college building and within all individual rooms in the boarding houses give details of the safeguarding team, including numbers and email addresses. The college also has a confidential dedicated email for students to disclose or discuss any concerns that they may have which is linked directly to the Designated Safeguarding Person – support@ccoex.com
- In addition to the above, bespoke student college websites focusing on safeguarding and wellbeing give pupils information on a wide variety of topics impacting on low self-esteem and poor mental health and contain links to local and national organisations, along with help guides from a great many sources such as Kooth, MEIC, Headspace, Mind, and the Mental Health Foundation etc.
- The College also follows a structured pastoral programme in which monthly activities for pupils are embedded within a unique pastoral management programme – the CREATE© Portfolio, in which pupils, via assessment of wellbeing on arrival undertake separate pathways in order to support physical, social, career and wellbeing aspects of their lives. Coupled with this, SMSC has been mapped throughout the programme to ensure that pupils are equipped with the skills they need to stay happy, safe and healthy. The purpose of the policy is to ensure that all learners are prepared for the demands of life outside the college and the challenges that adulthood brings. The college aspires to build confidence in each learner so that they have a range of contacts and strategies to ensure their own protection and in doing so understand the importance of protecting others.
- Students through guest speakers, the pastoral programme, PSE, RSE and self-directed study gain an awareness of protective factors and behaviours.

Students are made aware of the following:

- Potential dangers and how to avoid them.
- That if in trouble they should find an appropriate person in authority such as a teacher or police officer. That sometimes it is all right to scream and shout to attract attention if they think they are in danger.
- That they should not have to accept touching, kissing or language that makes them feel uncomfortable. That some secrets are wrong and should not be kept.
- That adults will listen to them if they reveal a secret.
- Their right to say ‘no’ if someone tries to touch them in a way that frightens or confuses them.
- That their bodies are their own, particularly their sexual organs.
- Curriculum and pastoral systems are designed to foster the spiritual, moral social and cultural development of all students and promote tolerance, mutual respect and understanding. A Children’s Rights Approach is adopted and mapped to all pastoral and safeguarding curriculums and students are aware of the role that their individual rights play in keeping them safe. All teaching staff play a vital role in this process, helping to ensure that all students relate well to one another and feel safe and comfortable within the college environment. The College expects all staff to lead by example and to play a full part in promoting an awareness that is age appropriate on issues relating to health, safety and well-being. All staff have an important role to play in insisting that pupils adhere to the standards of behaviour set out in the college Good Behaviour and Sanctions Policy and in enforcing the Anti-bullying, E-Safety, and Peer on Peer Abuse Policy.

- The College has a number of students in positions of responsibility, all of which receive safeguarding training and leadership training covering child protection issues and the importance of offering support and assistance to other, more vulnerable students. In line with Keeping Learners Safe Guidance, pupils are provided with details of peer groups who can offer additional support to them. Student positions include:
 - Prefect Team
 - Peer Mentors
 - Digital Leaders
 - Equality, Diversity and Inclusion Officers
 - Wellness Officers
 - Boarding and Day Reps
 - GCSE Reps
 - House Captains
- The college has a great many staff that pupils are aware that they can go to should they need to discuss any concerns or worries. Such staff include but are not limited to:
 - Head of House Team
 - Deputy Head, Pastoral and Designated Safeguarding Person
 - Deputy DSPs
 - House Parents and Boarding Staff
 - The College Medical Team
 - The Wellbeing Officer
 - Academic or administrative staff
- All students are also encouraged and reminded that in addition to the above they can also talk to:
 - Parents, friends or other family members/guardians
 - Outside support agencies
 - The local GP
 - The College Independent Listener
- Parents of pupils are made aware that the College has a safeguarding policy and subsequent procedures and that if the College believes any child to be at risk of harm to themselves or others then early help interventions will be put in place. If a report is made to Cardiff Children's Services then, where appropriate to do so, permission will be sought from the parents. If the case is such that to contact parents is inappropriate, then a report will be made regardless in order to protect and safeguard the child at risk.
- Parents are encouraged to contact the college with any concerns regarding their child.
- In order to further support for pupils and ensure that a whole college approach is taken in preventing safeguarding and child protection issues the college:
 - Ensures that all college sites are clean and safe environments
 - All staff have up-to-date copies of college policies, including the safeguarding and child protection policy and subsequent national and local guidance

- Any college accidents are logged in line with the college's policy on health and safety
- Up-to-date information is kept on learners noting contact information and any medical issues. Confidential information is stored securely, and medical codes are issued on a 'need to know basis only'
- All equipment is regularly audited and tested for safety and fire and lock-down drills occur regularly
- Appropriate adults are always on site when pupils are
- In line with good GDPR practice, students must give consent for photographs or recordings to be used in any promotional material

4.0 Protection

Everyone who comes into contact with children and their families has a responsibility and a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide early intervention for children to prevent issues from escalating. Prevention, identification, and early intervention are key. Whilst all college staff have a role to play in improving life chances, quality of life and promoting a better future for learners, staff, students, parents, guardians and carers need to be aware of the below staff responsibilities when it comes to safeguarding and child protection matters.

4.1 Protection - Roles and Responsibilities

- Governing Body
 - 4.1.1.1 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the well-being of children, in line with the requirements set out in Keeping Learners Safe 2022. The governing body will identify a governor as the designated governor for safeguarding and all members of the governing body will undertake relevant safeguarding training within the first term of starting the role.
- Governance of Safeguarding
 - 4.1.1.2 The College Principal and Head meets with governors at least once every half term to report formally on safeguarding issues and compliance. The College provides the Governors and the Designated Governor for Safeguarding with a written report weekly, every half term and annually.
 - 4.1.1.3 The governing body should ensure that:
 - They facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
 - The College has effective safeguarding (including child protection) policies and procedures that are in place in accordance with local authority guidance, locally agreed inter-agency procedures and national minimum standards and are reviewed at least annually
 - The College has made policies available to parents and carers on request and that policies and procedures have been made accessible to learners
 - The College operates safer recruitment procedures that take account of the need to safeguard children, including arrangements to ensure that all appropriate checks are carried out on new staff and unsupervised volunteers who work with children, including relevant checks

- The Principal and Head, along with all other permanent staff and volunteers who work with children undertake the training necessary to carry out their responsibilities for safeguarding effectively, which is kept up-to-date by refresher training
- As part of the requirement for staff to undergo regular updated safeguarding training, including online safety and WRAP training, training is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning
- The College gives clear guidance on its arrangements for child protection and responsibilities to temporary staff and volunteers
- The College remedies without delay any deficiencies or weaknesses regarding any child protection arrangements brought to its attention
- The Designated Safeguarding Person (DSP), the Designated Governor for Safeguarding and the Chair of Governors undertake training in inter-agency working that is provided by or to standards agreed by the Safeguarding Children's Board, as well as refresher training to keep all knowledge and skills up to date, in addition to basic safeguarding training
- Governors have regard to the Teacher's Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils
- The Chair of Governors is responsible for liaising with the statutory authorities and ensuring that relevant processes are undertaken and completed, in line with Safeguarding children in education; handling allegations of abuse against teachers and other staff (009/2014) and Disciplinary and dismissal procedures (002/2020)
- All members of the governing body should complete, as a minimum. The *Keeping Learners Safe* modules www.hwb.gov.wales/search?query=keeping+learners+safe These modules support all staff in education settings to understand their safeguarding responsibilities
- Designated Governor with special responsibility for Child Protection
 - 4.1.1.4 Role: To liaise with the Designated Safeguarding Person on matters relating to safeguarding and child protection issues and to participate in and oversee the annual review of policy.
 - 4.1.1.5 Tim Fish is the designated governor for safeguarding and child protection. The Designated Governor is responsible for:
 - Taking responsibility for **all** child protection matters
 - Ensuring the governing body undertakes an annual review of safeguarding policies and procedures that includes consideration of how its responsibilities have been discharged
 - Ensuring the governing body reviews the college policies and procedures annually
 - Maintaining contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance
 - While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases, which will be investigated under arrangements set out in *Safeguarding children in education: handling allegations of abuse against teachers and other staff*
- The Principal and the Head of School
 - 4.1.1.6 Role: Heads and principals of all schools and colleges should foster a nurturing culture within the school or college and promote open communication between staff and pupils on all safeguarding matters

4.1.1.7 The Head and the Principal must ensure that **all** staff:

- Fully implement and follow the safeguarding policies and procedures adopted by the governing body
- Have both the time and access to sufficient resources to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings as well as contributing to the assessment of children
- Understand the procedures for safeguarding children, feel able to raise concerns about poor or unsafe practice, and be confident that such concerns will be addressed sensitively and effectively in a timely manner in accordance with the *Welsh Government's Procedures for Whistleblowing in Schools and Model Policy*
- As part of their induction, all staff are given a written statement about the school's policies and procedures, as well as the name and contact details of the Designated Safeguarding Person (DSP)
- Understand the policies and procedures for safeguarding children and feel able to raise concerns about poor or unsafe practice

4.1.1.8 The Principal and the Head of School will ensure that the Designated Safeguarding Person:

- Is given sufficient time and resources to carry out the role effectively (details of which should be explicit within the post holder's job description)
- Has access to the required levels of training and support to undertake the role, including online safety training
- Has time to attend and provide reports and advice to case conferences and other inter-agency meetings as required
- Has the appropriate IT equipment to carry out the role effectively.
- The Principal and the Head of School will also ensure that the College record of employment (SCR) includes identity checks, qualification checks, disclosure and barring checks and an enhanced disclosure, along with right to work checks.
- Designated Safeguarding Person (DSP) and Deputy DSPs

4.1.1.9 Role: To coordinate all matters relating to Safeguarding and Child Protection issues as outlined in 'Keeping Learners Safe' under 'Role and responsibilities of the Designated Safeguarding Person (DSP) for child protection'.

4.1.1.10 The Designated Safeguarding Person (DSP) and has been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in *Keeping Learners Safe 2022*

4.1.1.11 The Deputy DSPs have been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in *Keeping Learners Safe 2022*. Both the Designated Safeguarding Person and the Deputy DSPs attend courses with child support agencies to ensure that they remain conversant with best practice and receive specialist training in different types of abuse, including current issues in safeguarding and skills. The team receive relevant (Level 3) training and ensure that staff receive regular training, at least annually and they both have a job description for their safeguarding roles and key activities. The Designated Safeguarding Person's role is to ensure that each member of staff has access to and is aware of and understands the College's safeguarding policy and procedures. All training meets the requirements of *Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002*

- 4.1.1.12 The Designated Safeguarding Person and/or the Deputy DSPs can be contacted at any time and contact details are displayed widely for students and staff across all College sites (boarding staff have an emergency contact telephone number for the Designated Safeguarding Person and the Deputy DSPs in all boarding houses). In addition to this, there are safeguarding rotas on weekends and during school holidays to ensure that any staff leave is appropriately covered.
- 4.1.1.13 The Designated Safeguarding Person must be a senior member of the school or college leadership team and must be available to discuss safeguarding concerns. The Designated Safeguarding Person should be consulted, when possible, as to whether to raise a safeguarding concern with the local authority; managing any immediate actions required to ensure the individual at risk is safe from abuse. The Designated Safeguarding Person will always be aware of the progress and outcome of new, ongoing and referred safeguarding cases and will keep the Principal and the Head of School informed with on-going safeguarding issues and any enquiries under *Section 47 of the Children Act 1989* and police investigations.
- 4.1.1.14 The Designated Safeguarding Person must know how to recognise and identify the signs of abuse, neglect and other types of harm, irrespective of whether it is online or offline, and know when it is appropriate (liaising with relevant agencies) to make a report to the local authority (or police where the child/children are in immediate danger as these are the only body who have the power to remove a child to a place of safety without court intervention). The Designated Safeguarding Person should also have an awareness in line with the *Wales Safeguarding Procedures of Working Together to Safeguard People – Volume 5 Handling Individual Cases to Protect Children at Risk*.
- In cases where the child is not in immediate danger:
- A report should be made to Cardiff Children's Services as early as possible to allow a co-ordinated response with agencies working together.
 - Reports will initially be communicated to Cardiff Children's Services by telephone and followed up in writing within 24 hours.
- 4.1.1.15 The Designated Safeguarding Person maintains close links with the Cardiff and Vale of Glamorgan Regional Safeguarding Board (contributing to proceedings when necessary) and reports weekly to the Designated Governor for Safeguarding on child protection issues. The Designated Safeguarding Person will make prompt contact with Cardiff Children's Services where there are concerns that a child may be in need of help or is at risk of harm, following direct report procedures in line with Welsh Government requirements (as outlined in *Keeping Learners Safe* (2022)). The Head and Designated Safeguarding Person will also make prompt contact with the MASH (Multi-Agency Safeguarding Hub) who will refer if needed to the LADO in relation to allegations against someone working at the College and/or the police if a criminal offence is suspected. Any report will be made within 24 hours.
- 4.1.1.16 The Designated Safeguarding Person will liaise with the local authority when necessary and work with other agencies in line with *Keeping Learners Safe* and will be in attendance at strategy meetings. The Designated Safeguarding Person will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet. The Designated Safeguarding Person should be alert to the specific needs of any children with additional learning needs and young carers
- 4.1.1.17 The Designated Safeguarding Person, in accordance will address working together to safeguard children and will liaise with other safeguarding partners such as the NSPCC in order to gain information on when to call the police and what to expect if this occurs (<http://www.nspcc.police.uk>)

- 4.1.1.18 The Designated Safeguarding Person receives focused training to support learning and understanding of the ever-changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as peer on peer abuse and online safety. The Designated Safeguarding Person and the College's focus is to support children in need through seeking early help and/or inter agency working, through agreed common assessment and shared assessment processes, such as early help assessments.
- 4.1.1.19 The Designated Safeguarding Person is responsible for keeping accurate and secure records of children where there are safeguarding concerns. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. All records include a chronology of concerns, reports and actions taken (including a log of telephone calls, emails and meetings), any reports made and requests for consent and overall outcomes. Records should include:
- A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- When a child leaves the college, the Designated Safeguarding Person is responsible for copying and securely transferring that any safeguarding files directly to the Designated Safeguarding Person at the child's new educational establishment. The Designated Safeguarding Person is also responsible for contacting all local schools at the beginning of each new academic year to ask for the secure transfer of records for any new pupils. Safeguarding records are audited annually by the Compliance Director and the Designated Safeguarding Person has an annual appraisal.
- Should the child be moving to another country the DSP will endeavour to communicate any child protection issues with the relevant persons (as above)
- 4.1.1.20 If a child goes missing or leaves to be educated at home, then a copy of the child protection file should be forwarded to:
- Education Welfare Service,
Room 422,
County Hall,
Atlantic Wharf,
Cardiff,
CF10 4UW
Telephone - 029 2087 3619**
- 4.1.1.21 The Designated Safeguarding Person will take responsibility for the college's safeguarding and child protection policy, procedures and professional development, working with other agencies as necessary. The Designated Safeguarding Person should ensure that this policy is updated annually, or in the event of any guidance updates; working with the governing body on this and ensure that the policy is seen by parents/carers
- 4.1.1.22 The Designated Safeguarding Person is responsible for the completion of the Safeguarding Audit Tool, as found in *Annex 3 of Keeping Learners Safe 2022*. This is regularly reviewed in order to ensure that reflective practice is upheld and processes are monitored and updated accordingly.
- 4.1.1.23 As well as this policy, there are other policies that have relevance to safeguarding and the DSP is involved in monitoring the effectiveness of these to ensure a consistent approach to safeguarding is upheld.

- 4.1.1.24 The Designated Safeguarding Person will also collaborate, when possible with other local and company Designated Safeguarding Persons in order to share good practice and maintain adequate support and supervision.
- 4.1.1.25 The Designated Safeguarding Person is responsible for providing advice and support to other staff and providing training on safeguarding and child protection matters, including making staff aware of any training that may be relevant to them in the local authority, ensuring staff training is updated every two years and monitoring attendance on any training given and booked. The Designated Safeguarding Person will assign the *Keeping Learners Safe Modules* to staff, including the governing body as deemed appropriate and monitor progress made
- 4.1.1.26 The Designated Safeguarding Person will provide regular updates and annual briefings on any safeguarding and/or child protection issues or changes in local procedures. Safeguarding is also discussed weekly as a standing agenda item during SMT meetings and via weekly governor reports.
- 4.1.1.27 The Designated Safeguarding Person
- 4.1.1.28 The Designated Safeguarding Person, along with the Head of School (and in his absence, the Principal) to make sure that all staff and volunteers:
- Have access to and understand the college safeguarding and child protection policy, which should amongst other things include the policy and procedures to deal with peer on peer abuse
 - Have a safeguarding induction and refresher training covering safeguarding
 - Understand the causes of abuse, neglect and other kinds of harm
 - Understand the different types of abuse and how these may manifest themselves in signs and symptoms
 - Know how to respond effectively when they have concerns about a child
 - Know how to respond to a disclosure appropriately
 - Know how to communicate effectively with children and young people and be empathetic to their needs
 - Know that they have a responsibility to report any concerns immediately as they arise
 - Understand that there needs to be a whole school approach to safeguarding so that preventative measures are widely adopted
 - Understand that they can contact the local authority, if needed
 - Ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide
 - Promote services in a way which is easily understood and easily accessible for children to confidently report abuse, knowing concerns will be treated seriously and knowing they can safely express their views and give feedback
- 4.1.1.29 If you are unhappy with the way in which a safeguarding incident has been dealt with at the College by the safeguarding team, then the Designated Governor for Safeguarding should be notified. Staff can also contact NSPCC's 'what you can do to report abuse dedicated helpline' which is available from 08:00am to 20:00pm Monday to Friday - 0800 028 0285. Staff can also email the NSPCC on help@nspcc.org.uk. The NSPCC also has a Whistleblowing Advice Line – 0808 800 5000
- Staff

- 4.1.1.30 All staff have a duty to report all student concerns promptly to the Designated Safeguarding Person and the Deputy DSPs. All staff are accountable for the safety and welfare of learners and as a result work as a wider part of the safeguarding team. Each member of staff is integral to the success of the support system around any children who are vulnerable as they are in a position to identify concerns early and provide help for children to prevent issues from escalating
- 4.1.1.31 All staff have a responsibility to provide a safe environment and to identify children who are suffering, or are at risk of suffering, abuse, neglect or harm either online, offline or on or off the premises.
- 4.1.1.32 All staff have a responsibility to take appropriate action, working with other services as needed. In addition to working with the DSP, staff member should be aware that they might be asked to support social workers to take decisions about individual children.
- 4.1.1.33 All staff must be aware of ACEs (Adverse Childhood Experiences) and subsequent action to prevent or mitigate them, supporting the child to build resilience via engagement in the college's safeguarding and pastoral curriculum
- 4.1.1.34 In addition to safeguarding training, all staff are kept up to date with any changes to statutory guidance and are required annually (or when updates are published), to read the relevant updates and changes to *KLS*. They receive the new guidance via email and confirmation of receipt and reading are required. This is checked via completion of a sign off sheet which once completed is given to the HR Administrator, Miss Cerys Williamson.
- 4.1.1.35 Cardiff Sixth Form College has regard to *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)* and in line with the *Wales Safeguarding Procedures*, all staff have a duty to share information in accordance with the Welsh Government '*Sharing Information to Safeguard Children*' guidance (July 2019). Staff must have due regard to the relevant data protection principles which allow them to share personal information (*Data Protection Act 2018*).
- 4.1.1.36 Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. Further information can be found in the college's GDPR Policy.
- 4.1.1.37 'All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of the se environments. All staff, but especially the Designated Safeguarding Person (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- 4.1.1.38 All staff must respond and deal with any incidents involving students in a sensitive, empathetic and supportive manner. Staff must never promise confidentiality. Any observations made by staff that cause concern must be reported to the safeguarding team.
- 4.1.1.39 Staff therefore must:
- Aware of the signs of abuse, neglect and other kinds of harm (details found in section on '*Safeguarding Responsibilities in Specific Circumstances*')
 - Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the Designated Safeguarding Person, or Deputies
- 4.1.1.40 All staff should be able to reassure children that they are being taken seriously, in line with Article 12 of the UNCRC and that they will be supported and kept safe. A child should never

be given the impression that they are creating a problem by reporting abuse, sexual violence or harassment. Nor should a child ever be made to feel ashamed for making a report.

- 4.1.1.41 Know the role of the Designated Safeguarding Person (as outlined in the earlier section on 'Protection — Roles and Responsibilities' and Cardiff and the Vale of Glamorgan Regional Safeguarding Board along with an awareness of the Wales Safeguarding Procedures and how to access a copy
- 4.1.1.42 Enquire about the progress of individual cases in which they are/have been involved
- 4.1.1.43 Teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Designated Safeguarding Person, or Deputies. Beyond the initial reporting of suspected child abuse, staff have a restricted role, as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.
- 4.1.1.44 Staff should be aware that abuse, neglect and harm can affect anyone and knowing what to look for is vital to early identification
- 4.1.1.45 Staff should always speak to the DSP in the first instance to discuss concerns, but it is important to remember that anyone can contact Cardiff Children's Services. Where a concern about the well-being of a child is, identified staff members should always act in the best interests of the child. Details of how to do this can be found in the next section of this policy, 'Protection – Responding to Concerns'.
- 4.1.1.46 A child, parent, carer, relative or member of the public who expresses concerns about a child's well-being to anyone working in the education setting must never simply be asked to make a direct report to social services or the police. These concerns must be shared with the DSP. If the individual wishes to make a report, this report should not change the actions of the DSP; a report must still be made by the DSP if it is felt that the child is at risk
- 4.1.1.47 All staff in our College are required to notify the College immediately if there are any reasons why they should not be working with children.

4.2 Responding to concerns that a child is at risk

4.2.1 The *Social Services and Well-being (Wales) Act 2014, Section 130(4)* defines a child at risk as a child who:

- Is experiencing or is at risk of abuse, neglect or other kinds of harm, and
- Has needs for care and support (whether or not the local authority is meeting any of those needs)

4.2.2 It is a requirement of being employed at Cardiff Sixth Form College, that **all staff have a duty to report any concern or allegation of risk of harm to students**. As a College we have a duty to report any disclosure or suspicion of abuse to the local authority within 24 hours. **Failure to report concerns to the DSP or Deputies would be classed as misconduct**. A quick read flow diagram can be found on reporting a concern in Appendix D of this policy

4.2.3 **It is not the responsibility of the College staff to investigate welfare concerns or reports of abuse to determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind and report these immediately to the Designated Safeguarding Person, or Deputies**. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Person or, in their absence, the Deputy DSPs/ Head of School (or in his absence, the Principal) prior to any discussion with parents

4.2.4 **Staff must be aware that early identification and intervention are key to meeting the needs of children by preventing or delaying circumstances that might lead to social services' intervention**. This includes the identification of ACEs (Adverse Childhood Experiences) and action to prevent or mitigate them, or supporting the child to build resilience. Addressing low-level

well-being problems early can stop issues escalating. Therefore, prevention methods as outlined in section 3.0 of this policy are key

- 4.2.5 **All staff must familiarise themselves with the *Wales Safeguarding Procedures, which sets out the duty to report*. These can be accessed by all staff via the college safeguarding website**

https://sites.google.com/ccox.com/CSFC_safeguarding/

- 4.2.6 All staff members should be aware of the signs of abuse, neglect and other kinds of harm. Details of safeguarding issues in specific circumstances can be found in section 7.0 of this policy. Signs can be physical but are often subtler, such as a change in behaviour or becoming withdrawn. Any concerns regarding pupils must be directed to the safeguarding team as small changes may be part of a larger issue.

- 4.2.7 Staff must immediately report:

- Any suspicion that a student is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a student may have suffered harm (e.g. worrying drawings, writings or behaviours).
- Any concerns that a student may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a student is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a student's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Any concerns should be reported immediately to the Designated Safeguarding Person, or in their absence the Deputy DSPs

4.3 Responding to a Disclosure

- 4.3.1 It is important that all staff are aware of the importance of safeguarding and promoting the welfare of children and that they create a climate in which students can feel able to talk about their feelings, concerns and their worries and feel confident to come forward to disclose abuse if it arises. They must know it will be taken seriously, treated with sensitivity and respect and have their wishes and feelings taken fully into account.
- 4.3.2 Disclosures or information may be received from students, parents or other members of the public. Cardiff Sixth Form College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.
- 4.3.3 Such information cannot remain confidential and staff will immediately communicate verbally what they have been told to the Designated Safeguarding Person and make a contemporaneous record using the *Confidential Cause for Concern Form found in Annex C* of this document. This form and any associated notes should be handwritten and must then be signed and dated. The Designated Safeguarding Person will give guidance on completing this, if needed. All records must be concise and clear
- 4.3.4 The college will ensure that if a Welsh language pupil wishes to make a disclosure that, they are offered to make this disclose in Welsh, should they wish and feel more comfortable doing so. In

addition to this, due to the multi-cultural nature of pupils at the college language and cultural needs will always be taken into consideration. Staff should be aware of cultural sensitivities with regard to harmful practices such as FGM (Female Genital Mutilation) and forced marriage.

- 4.3.5 Pupils with additional learning needs may be at increased risk of harm and staff should understand that there may be certain barriers faced. The college ALNco, Ms Helen Williams is part of the college safeguarding team and works with individual students who have additional learning needs and is always on hand to provide advice and guidance to staff on how to best support pupils with ALN
- 4.3.6 Staff should be aware of a child's wider circumstances such as previous trauma and family relationships/dynamics, including safeguarding in specific circumstances (as outlined in section 7.0 of this policy)
- 4.3.7 All staff must reassure and inform any child making a disclosure or voicing concerns that the college is a safe environment for them to do so. Posters in and around the college environment encourage pupils to come forward if they have concerns and national and local children's helplines are widely displayed and provided to students, such as Children's Commissioner for Wales, Childline, Meic Cymru and the NSPCC
- 4.3.8 The NSPCC has developed a safeguarding resource, *Let children know you're listening: the importance of an adult's interpersonal skills in helping to improve a child's experience of disclosure* (<https://learning.nspcc.org.uk/research-resources/2019/let-children-know-you-re-listening>) Staff should read this as good practice to aid in demonstrating you are listening to a child who is disclosing, that you are reassuring in your approach and that you are putting a child in charge of the conversation
- 4.3.9 During a conversation with a pupil, you must:

4.3.9.1 Receive

- Listen
- Accept what the student says
- Take it at their pace
- Try not to burden them with guilt by asking questions like, "Why didn't you tell me before?"

4.3.9.2 Reassure

- Stay calm and reassure the student that they have done the right thing in talking to you
- Don't promise confidentiality: you have a duty to refer a student who is at risk
- Try to alleviate any feelings of guilt that the student displays
- Acknowledge how hard it must have been for the student to tell you what happened
- Empathise with the student - don't tell them what they should be feeling

4.3.9.3 React

- React to the student only to establish whether or not you need to refer this matter
- Do not ask leading questions ask open questions like "Anything else to tell me?" or "And?" Staff should use TED – "Tell me, explain to me and describe to me"
- Do not criticise the perpetrator
- Do not ask the student to repeat everything to another member of staff
- Explain what you have to do next and to whom you have to talk

- Inform the designated safeguarding person immediately

4.3.9.4 Record

- Make some very brief notes, at the time, write them up as soon as possible onto the confidential cause for concern form
- Do not destroy your original notes
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child
- If appropriate, draw a diagram to indicate the position of any bruising
- Be objective in your recording: not your interpretations or assumptions
- ****If in doubt about recording requirements staff should discuss with the DSP or Deputy DSPs****

4.3.9.5 Support

- Make sure that you continue to support the student
- Get some support for yourself, this is offered by the safeguarding team

4.3.10 The Designated Safeguarding Person will react immediately when they discover a student who has suffered or is at risk of suffering serious harm and will work alongside Cardiff Children's Services. It is the responsibility of the local authority to consider whether there are grounds for carrying out an investigation under *section 47 of the Children Act 1989*. The Designated Safeguarding Person should take the lead in liaising with relevant agencies.

4.3.11 Where the Designated Safeguarding Person has reasonable cause to suspect that a child attending the education setting is a risk, a report must be made to the local authority as soon as possible, however if there are immediate concerns about the safety of a child or if a criminal offence against a child is suspected, the emergency services must be contacted without delay to protect the child/children from risk of serious harm

4.3.12 All information and actions taken (including signposting or that no further action will be taken), including the reasons for any decisions made, will be fully documented. All reports to social care will be accompanied by a standard form.

4.4 Making a Report

4.4.1 The guidance from *Keeping Learners Safe* places the responsibility of making decisions regarding reports with the College's Designated Safeguarding Person.

4.4.2 At Cardiff Sixth Form College we stress that anyone can make a report, however staff should go through the Designated Safeguarding Person whenever this is possible.

4.4.3 It is vital that students receive the right help at the right time to address risks and prevent issues escalating. Cardiff Children's Services are always prepared to discuss borderline cases and give informal advice and the College encourages the sharing of information with local agencies to ensure the best outcome for each student. NSPCC Wales can also be contacted for confidential advice.

4.4.4 A report that a child may be at risk online or offline must be made to social services as soon as a concern is identified and must be within 24 hours. No member of staff working in education can remain anonymous when making a report. The below contact details must be used for this.

4.4.5 Contact Cardiff Children's Services via the Children's Access Point on: **029 2053 6490 (Option 3)**

4.4.6 Or out of office hours the emergency duty team on: **029 2078 8570**

4.4.7 **Where a report is made via telephone, it must be confirmed in writing within 24 hours**

4.4.8 The DSP and/or Deputy DSPs will follow the Signs of Safety model when making a report and will address 4 key questions – what is working well, what is causing worry, how worried are staff and lastly a recommendation of what staff believe needs to happen

4.4.9 Cardiff Children's Services will also offer advice to agencies and professionals

The Designated Safeguarding Person will always support the child and make them aware of the need to share this information with others, informing the child which individuals will be informed and why. Where possible the parents of the child/children will be contacted for consent prior to making a report, however if it is in the child's best interests to continue with a report and or by contacting the parents this would place the child at greater risk then the Designated Safeguarding Person will continue with the report without consent from the parents.

4.5 **Action following a child protection report**

4.5.1 The Designated Safeguarding Person or other appropriate member of staff will:

- Make regular contact with Children's Access Point / Emergency Duty Team, making a report and completing a follow-up form within 24 hours.
- Contribute to the Strategy Discussion and Initial Assessment.
- Provide a report for, attend and contribute to any subsequent Child Protection Conference.
- If the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences.
- Share all reports with parents prior to meetings.
- When in disagreement with a decision made (e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference), discuss this with the Education Safeguarding and Child Protection Manager.
- Where a child having a Child Protection Plan moves from the College or goes missing, immediately inform the key worker in Social Care.

4.5.2 The Designated Safeguarding Person will also give feedback where possible to the staff member who reported the case using judgement about what information to share. If sharing information is likely to support the safeguarding and protection of a child, then the duty of confidentiality can be breached where this is in the best interests of the child. The same principle applies when making a report.

4.5.3 In all cases of making a report, the Designated Safeguarding Person will record:

- Information about the pupil: name, address, date of birth, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from College, any court orders, if a pupil is or has been subject to a Child Protection Plan (been on the Child Protection Register).
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from the student or others, including parents (and keep original notes).
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review.
- All records should be objective and include:

- Statements, facts and observable things (what was seen/heard).
 - Diagram indicating position, size and colour of any injuries (not photograph).
 - Words the student uses, (not translated into 'proper' words).
 - Non-verbal behaviours.
- 4.5.4 All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. These records are held securely and are only accessible to the Designated Safeguarding Person and the Deputy DSPs. Any request for transfer of records to any College or setting the student moves to, will clearly be marked 'Child Protection, Confidential, for attention of Designated Safeguarding Person' in line with our current policy on sharing information. All safeguarding files will be transferred separately from the child's main school file and all records must be signed for, with the return of receipt.
- 4.5.5 A student going missing from an education setting is a potential indicator of abuse or neglect. Members of Staff should inform the Designated Safeguarding Person of any student who goes missing, particularly on repeat occasions. The Designated Safeguarding Person will then act to identify any risk of abuse and neglect, including sexual abuse, exploitation or radicalisation.
- 4.5.6 We will retain all original copies of Child Protection files in line with our *Data Retention Policy*.

4.6 **Dealing with Disclosures of Peer on Peer Safeguarding Allegations (including Harmful Sexual Behaviours)**

- 4.6.1 This section of the policy should be read in conjunction with the *College Anti-Bullying Policy*, *Peer on Peer Policy* and the *College E-Safety Policy*.
- 4.6.2 All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college or online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- 4.6.3 Children may be harmed by other children. Staff will be aware of the harm caused by bad behaviour and bullying and will use the College's behaviour procedures. However, there will be occasions when a pupil's behaviour warrants a response under child protection procedures. All staff should understand and recognise the risks of peer-on-peer abuse and harmful sexual behaviour. The Welsh Government has funded the NSPCC and Barnardos to produce guidance for schools which can be accessed here <https://gov.wales/sites/default/files/publications/2020-10/guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf>
- 4.6.4 The All Wales Practice Guides on '*Safeguarding children from child sexual exploitation (CSE)*' and '*Safeguarding children where there are concerns about harmful sexual behaviour*' should also be referred to
- 4.6.5 Abuse by children and young people should be treated seriously and should always be referred to children's services and/or the police. All staff should understand that even if there are no reports in their schools or colleges it does not mean that it is not happening, it may be the case that it is just not being reported.
- 4.6.6 Staff need to be aware that children and young people may commit sexual offences. They should not dismiss abusive sexual behaviour as normal and adaptive, and need to know that a child under 13 cannot in law consent to sexual activity. Further guidance can be found in '*Sexual violence and sexual harassment between children in schools and Colleges: Advice for governing bodies, proprietors, headteachers, Principals, senior leadership teams and designated safeguarding leads (May 2018)*' and within '*Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour*'.
- 4.6.7 Staff members need to identify when relationships between children are coercive, inappropriate or exploitative.

- 4.6.8 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are sexually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 4.6.9 Peer on peer abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - abuse in intimate personal relationships between peers (teenage relationship abuse)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nudes and semi-nudes images and or videos (sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting, or sexually harassing a single child or group of children. Sexual violence and harassment can occur online and face to face and Cardiff Sixth Form College adopts a zero tolerance approach to all forms of inappropriate behaviour.
- 4.6.10 The needs of children and young people who abuse other children should be considered separately from the needs of their victims, and a report by the Designated Safeguarding Person should be carried out separately in each case. Children and young people who abuse others are likely to have considerable needs themselves as well as posing a significant risk of harm to other children. They may also be in need of protection. The college will always take any report of sexual violence or sexual harassment seriously and victims will be supported and kept safe.
- 4.6.11 If reports concern online elements then staff should be aware of *Searching, Screening and Confiscation and UKCIS Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People*. The key consideration is for staff not to view or forward illegal images of a child. Staff should follow guidance on record keeping and how to respond to a disclosure. Advice can be sought from the DSP and Deputy DSPs.
- 4.6.12 The management of children who evidence sexually harmful behaviour is complex and the College will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who are concerned about or receive a safeguarding allegation made by a pupil against another pupil should follow the reporting procedures, outlined in this document and *Appendix C*.

- 4.6.13 The Designated Safeguarding Person will make a reasoned decision to refer to children's services and will call the police if the allegation indicates that a crime has been committed. Upon making a report, the Designated Safeguarding Person will also seek advice about:
- informing the parents as the Police may already be involved.
 - offering counselling or pastoral care so as to not compromise potential legal proceedings.
- 4.6.14 The Designated Safeguarding Person will liaise with the rest of SMT to prepare a Risk Assessment which includes a preventative and supervisory plan. The plan should be monitored and a date set for review.
- 4.6.15 The Designated Safeguarding Person will also consider if other pupils or staff in school are at risk
- 4.6.16 If the Designated Safeguarding Person does not consider the allegation to be a safeguarding concern or if neither the police or children's services accept the complaint a thorough school investigation should take place using the school's disciplinary procedures.
- 4.6.17 Careful and accurate notes of all conversations, correspondence and actions should be made throughout by the Designated Safeguarding Person and kept according to GDPR guidance.
- 4.6.18 All staff should be aware of the college's *Peer on Peer Action Plan* and policy and know to report all concerns to the DSP.
- 4.6.19 *Sexual Violence and Sexual Harrassment between Children in Schools and Colleges* contains further information.

4.7 **Protection and Support – Safeguarding Responsibilities in Specific Circumstances**

- 4.7.1 Everyone working in an education setting should be familiar with the signs of a child at risk of harm, neglect and abuse so they can raise their concerns and safeguard children.
- 4.7.2 Teachers and other adults in College are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. S.130 (4) of the *Social Services and Wellbeing (Wales) Act 2014*, defines a child at risk as a child who:
- Is experiencing or is at risk of abuse, neglect or other kinds of harm;
 - Has needs for care and support (whether or not the authority is meeting any of those needs)
 - *Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk* defines harm as 'ill treatment which includes sexual abuse, neglect, emotional abuse and psychological abuse. In addition to this, harm is also defined as the impairment of physical or mental health and the impairment of physical intellectual, emotional, social or behavioural development'
 - Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
- 4.7.3 A child may be experiencing abuse if he or she:
- has bruises, bleeding, burns, fractures or other injuries
 - shows signs of pain or discomfort
 - keeps arms and legs covered, even in warm weather
 - is concerned about changing for sports or physical activities
 - begins to look unkempt and uncared for

- begins to change their eating habits
- has difficulty in making or sustaining friendships
- appears fearful
- is reckless with regard to safety
- displays signs of self-harm
- frequently misses school or is late back to the boarding house repeatedly and patterns are occurring
- shows signs of not wanting to go home (this applies to day and boarding students)
- displays a change in behaviour
- displays a change in dress
- challenges authority and has a problem with rules and regulations
- is constantly tired or preoccupied
- is wary of physical contact
- is involved in, or is very knowledgeable about substances
- exhibits sexual behaviours and knowledge beyond that normally expected for their age

4.7.4 Any concern you have about a child should always be reported to the Designated Safeguarding Person or in her absence the Safeguarding Officers; every concern is noted and followed up at Cardiff Sixth Form College.

4.7.5 It is the duty of all staff to be vigilant and observant when dealing with students in their care and to have no hesitation in passing on concerns that they may have regarding the physical and emotional wellbeing of any student in the College.

4.7.6 There are four main types of abuse: physical, emotional, sexual and neglect and staff must be aware that abuse can occur on or off line and in or out of the college setting and that students may be vulnerable to extra familiar harm. Duties to report remain the same.

4.7.7 Staff should familiarise themselves with the *All Wales Practice Guides*, which accompany the *Wales Safeguarding Procedures*. These guides offer a variety of information about a range of different safeguarding circumstances and can be accessed via the following link – <https://www.safeguarding.wales/chi/index.c6.html>

4.7.8 *The Wales Safeguarding Procedures and the All Wales Practice Guides* can be accessed by all staff on the college safeguarding website – <https://sites.google.com/ccox.com/csfcsafeguarding/>

4.7.9 Topics currently include:

- Safeguarding children from Child Criminal Exploitation (CCE)
- Safeguarding children from neglect
- Safeguarding children from child sexual exploitation (CSE)
- Safeguarding children affected by domestic abuse
- Safeguarding children from harmful practices related to tradition, culture, religion or superstition
- Safeguarding children where there are concerns about harmful sexual behaviour
- Safeguarding children who go missing from home or care
- Safeguarding children from online abuse

- Safeguarding children who may have been trafficked
- Safeguarding children where there are concerns about harmful sexual behaviour
- Safeguarding children who are home educated
- Safeguarding children who are unaccompanied asylum seeking children (UASC)
- Safeguarding children from radicalisation
- Safeguarding children in relation to the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020
- Safeguarding children who are home educated

4.8 Physical Abuse

4.8.1 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.

4.8.2 Signs and symptoms of physical abuse may include:

- Bruising in accidents is usually on the front of the body as children generally fall forwards; there may be marks on their hands where they have tried to break their fall.
- Bruising may be faint or severe. Some skin shows bruising very easily, others do not; bruises on black children for instance are more difficult to detect.
- There may be a pattern to bruising, e.g. after the weekend
- Unusual sites for accidental bruising
- Back, back of legs, buttocks
- Mouth, cheeks, behind the ear
- Stomach, chest
- Under the arm
- Genital or rectal areas (care if child is learning to ride a bike)
- Neck
- Symmetrical black eyes are rarely accidental, although they may occur where there is a fracture of the head or nose. Careful consideration is required whenever there is an injury around the eye.
- Bruising in or around the mouth
- Grasp marks on arms
- Finger marks
- Symmetrical bruising (especially on ears)
- Outline bruising (belt marks, hand prints)
- Linear bruising
- Different age bruising on a child at any one time other than on common sites of accidental injury for a child of that age.

- Human bites are oval or crescent shaped. If the distance is more than 3 cm across, an adult or another child with permanent teeth must have caused them.
- It can be very difficult to distinguish between accidental and non-accidental burns, but as a general rule burns with clear outlines are suspicious as are burns of uniform depth over a larger area and also splash marks above a main burn area (usually caused by hot liquid being thrown)
- Small round burns may be cigarette burns
- Children may have scars but notice should be taken of an exceptionally large number of scars, especially when coupled with different age bruising, unusual shaped scars, or large scars which did not receive medical treatment.
- The most common non-accidental fractures are of long bones (arms, legs, ribs). It is rare for a parent to be unaware that a child has been hurt in this way, as the pain caused will cause the child to inform someone.

4.8.3 Factors associated with injuries that may arouse suspicion of being non-accidental are:

- Explanation not consistent with the injury
- Changes of explanation
- Unreasonable delay in seeking medical advice
- A history of frequently repeated injury
- Constant complaints about a child
- Over-hasty or violent reaction to a child's naughty or annoying behaviour
- Unrealistic expectations of a child's performance.

4.9 Sexual Abuse

- 4.9.1 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.
- 4.9.2 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- 4.9.3 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.
- 4.9.4 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).
- 4.9.5 Sexual abuse is not solely perpetrated by adult males as women can also commit acts of sexual abuse, as can other children.
- 4.9.6 Sexual abuse often presents in a veiled way. Although some victims have genital injuries, STIs or are pregnant, most show no signs. Recognition of sexual abuse is more likely to come from a direct statement made by the child rather than suspicious signs or symptoms.
- 4.9.7 Signs and symptoms of sexual abuse may include (the following are a list of indicators, again the lists are not exhaustive and those marked with an asterisk * should be taken very seriously):

- Vaginal bleeding in pre-pubescent girls*
- Genital lacerations or bruising*
- STIs*
- Abnormal dilation of vagina, anus or urethra
- Pregnancy – especially in younger girls with no explanation of the father*
- Itching, soreness or unexplained bleeding from vagina or anus
- Pain in passing urine
- Faecal soiling or retention
- Explicit or frequent sexual preoccupation in talk and play
- Sexually provocative relationship with adults
- Hinting at sexual activity or secrets through word, play or drawing
- Excessive sexual awareness inappropriate to the child's age
- Undue fear of adults
- Running away
- Self-harm
- Suicide attempts
- Behavioural problems, withdrawal, wetting or soiling, sleep disturbance.
- Behaviour indicating a role reversal in the home e.g. daughter taking over a mothering role
- Inappropriate displays of affection between a child and adult e.g. flirtatious or seductive behaviour.
- Learning problems, poor concentration, sudden drop in performance; although it must be noted that for some sexually abused children, College is a haven and they excel and are often reluctant to leave.
- Marked reluctance to partake in physical activities or to change clothes for activities
- Poor peer group relationships and an inability to make friends
- Regular avoidance and fear of medical examinations.

4.10 **Emotional/Psychological Abuse**

- 4.10.1 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.
- 4.10.2 It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's development 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.

- 4.10.3 Emotional abuse may take the form of failure to meet a child's need for attention, affection or stimulation (even though good physical care may be provided) or there may be constant verbal abuse, rejection, scapegoating, and threats of violence or attempts to frighten a child.
- 4.10.4 Conversely some carers may be so over-protective and possessive that they prevent normal social contact or physical activity. Both states can be difficult to document or evaluate, but there may be crippling long-term effects on a child's development.
- 4.10.5 Signs and symptoms of emotional abuse may include:
 - Exhibiting excessively clingy or attention seeking behaviour
 - Being fearful, withdrawn or emotionally "flat"
 - Constantly seeking to please
 - Being over-ready to relate to anyone, even strangers
 - Having an impaired ability for enjoyment or play
 - Lacking curiosity and natural exploratory behaviour
 - Being underdeveloped in language development
 - Having a low self-esteem and feelings of worthlessness
 - Suffering eating disturbances, growth failure or lack of body tone.

4.11 Neglect

- 4.11.1 In line with the *Social Services and Wellbeing Act (Wales) 2014*, neglect is a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's wellbeing (for example, an impairment of the person's health or, in the case of a child, an impairment of the child's development)
- 4.11.2 Signs and symptoms of neglect may include:
 - Inappropriate clothing or lack of clothing and an unawareness from the carer that the child is inadequately dressed.
 - A child who appears underfed and is frequently unwell with a permanent runny nose
 - A child who is left unsupervised or with a variety of different carers
 - A child who thrives away from home
 - A child with poor language development or other developmental delays
 - A child whose parents persistently fail to seek or follow medical advice.
 - Non – Organic failure to thrive
 - Children with poor weight gain
 - Poor growth, sparse hair, poor skin tone
 - Perverse eating habits, gorging, stealing food, enormous appetite
 - Poor sleeping patterns

- Developmental delay
 - Solitary behaviours with poor peer group relationships
 - Attention seeking from adults.
 - The *All Wales Practice Guide on Safeguarding Children from Neglect* should be referred to
- Children with Additional Learning Needs and Children potentially at greater risk of harm
- 4.11.3 Statistically children with behavioural difficulties and disabilities are the most vulnerable to abuse. It is important to understand that some children have an increased risk of abuse and that this increase in risk is due more to societal attitudes and assumptions, rather than personality, impairment or circumstances of the child. To ensure that all children are given equal protection, special consideration will be given to pupils with disabilities or additional learning needs and the College ALNCo works closely with the safeguarding team to ensure that all students are supported and are given early intervention help if required.
- 4.11.4 A child's experiences of adversity and trauma (or Adverse Childhood Experiences) can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Information on ACES can be accessed via the college safeguarding website <https://sites.google.com/ccox.com/csfcsafeguarding/> Information can also be gained via NHS Wales on *Adverse Childhood Experiences and their impact on health (especially harmful behaviours)*

4.12 Children requiring mental health support

- Mental health, in some cases is an indicator of a child suffering or at risk of abuse. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately, trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day – to – day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Staff should be familiar with Mental Health and Behaviour in Schools guidance.
- The college has a Mental Health Lead - Ms Sal Wozencroft
- The college Safeguarding Team, Nurses, Wellbeing Officer and Heads of Houses have all received MHFA training.
- If staff have a mental health concern about a child, that is also a safeguarding concern, immediate action should be taken and the DSP notified.

5.0 Serious Violence and Gang Involvement (including Criminal Exploitation such as county lines (CCE))

- 5.1 All College staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. This may include increased absence from school, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

- 5.2 All staff should be aware of the range of factors, which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.
 - All staff should be aware of the indicators, which may signal children are at risk from, or involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions may also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 5.3 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.
- 5.4 The College, if concerned about any of the above should seek advice provided in the 'Home Office's *Preventing Youth Violence and Gang Involvement*' and *Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance*'.
- 5.5 In addition, the *All Wales Practice Guide on 'Safeguarding children from Child Criminal Exploitation (CCE)'* should be referred to
- 5.6 Any concerns of a safeguarding nature with regard to any of the above should immediately be referred to the Designated Safeguarding Person

6.0 Online Safety

- 6.1 This section of the policy should be read in conjunction with the *College E Safety Policy*, *Peer on Peer Abuse Policy* and the *College Anti-Bullying Policy*.
- 6.2 The All Wales Protocol on the *Protection of children and young people at risk of experiencing harm through the use of Information Communication Technology* notes that "the main forms of child abuse via ICT are Content, Contact and Conduct". Please refer to the *College E-safety Policy* for more details of these.
- 6.3 Harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography/videos or face- to-face meetings. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Any reports of cyberbullying should be passed on to the Designated Safeguarding Person. The Designated Safeguarding Person conducts sessions with staff and students on awareness of e-safety issues and recommendations from guidance, *Teaching Online Safety in School' June 2019* are implanted through the College PSE programme. Training includes information that creating and sharing sexual images of under 18s is illegal.
- 6.4 Staff and students are aware that making, possessing or distributing any imagery of someone under 18, which is indecent is illegal. This includes imagery of yourself if you are under 18 (*Sexting: responding to incidents and safeguarding learners; guidance for educational settings in Wales UKCCIS*). Students are therefore encouraged to tell staff if they are worried about any photographs that are taken of them but if staff become aware of any photographs or images then it is not their duty to investigate. The student/students involved should save the image and a report should be made to the Designated Safeguarding Person. The same applies to video footage. The HWB contains guidance on *Sharing nude images – responding to incidents and safeguarding learners: safeguarding guidance for educational setting in Wales* and *Sharing Nudes and Semi-nudes: Responding to incidents and safeguarding children and young people* must be referred to for guidance on appropriate management, prevention, resources and support when handling incidents and includes information on behaviours and risk guidance on viewing, deleting and reporting.
- 6.5 Youth Produced Sexual imagery is covered within PSE and RSE sessions
- 6.6 The college Wellbeing Hub and student safeguarding website has a section
- 6.7 on Staying Safe Online and contains 'Report' buttons from CEOP and a link to Childline's report and remove tool – <https://sites.google.com/ccox.com/csfcwellbeinghub/home>

- 6.8 Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour although it is recognised that monitored forums and discussions are a valuable means of contact for senior pupils. All online activity is closely monitored at College using Smoothwall and staff and students have a Wi-Fi login. Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and e-Safety issues are covered extensively throughout the curriculum.
- 6.9 In recent years, some online viral challenges and hoaxes on social media have caused widespread concern about the potential to cause harm. The *‘Advice for schools on preparing for and responding to viral online harmful challenges and hoaxes’* should be referenced for guidance and support.
- 6.10 Staff delivering PSE and RSE should be aware of a new Hwb resource, ‘In the Know’ which can be accessed on the ‘Keeping Safe Online’ area of the Hwb
- 6.11 The College endeavours to map e-safety messages across the curriculum whenever the internet or e-learning is present in the classroom. E-safety is also a feature of the PSE and RSE programmes, along with linking to the pastoral monthly themes and subsequent guest speaker programme. Helplines are readily advertised throughout the College and the boarding houses and give information on safe use of images, cyberbullying, where to seek help and name helplines such as NSPCC Wales, Childline, CEOP and the UKCCIS. The college student safeguarding website also contains information for pupils. In addition to this, the College refers to ‘Education for a Connected World Framework’ and staff delivering PSE reflect on the different escalating risks that pupils face, including how to use technology safely, responsibly and respectfully. Resources from the ‘keeping safe online’ area of the Hwb are referenced.
- 6.12 The College also has student ‘Digital Leaders’ who speak with students about staying safe online on a student-student level, promoting e-safety to pupils wherever possible and promoting awareness days and weeks linked to this issue, such as Safer Internet Day (Childnet International, Internet Watch Foundation and SWGfL)
- 6.13 The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils, we will:
- seek parental and student consent to use their images in College publications;
 - use only the pupil’s first name with initial of surname with an image, so their name cannot be ‘googled’;
 - ensure pupils are appropriately dressed;

6.14 **Online Safety staff training**

- 6.14.1 The college has a separate *E-safety Policy* which should be referred to which categorises each of the four areas of risk, along with highlighting DfE advice regarding safeguarding and remote education
- 6.14.2 Our staff receive regular information and training on e-Safety and how they can promote the ‘Internet Safety’ online message:
- 6.14.3 The Designated Safeguarding Person and staff with responsibility for e-safety will attend training seminars as appropriate and will disseminate to staff keeping staff up-to-date with current areas of concern
- 6.14.4 New staff receive information on the College’s ICT acceptable use policy as part of their induction
- 6.14.5 All staff have been made aware of their individual responsibilities relating to the safeguarding of children within the context of e-Safety and know what to do in the event of misuse of technology by any member of the School community
- 6.14.6 All staff are encouraged to incorporate e-Safety activities and awareness within their curriculum areas

- 6.14.7 All pastoral staff will have CEOP training through the Designated Safeguarding Person in order to keep up-to-date with online safety issues
- 6.14.8 Staff need to be aware of the Report Harmful Content national reporting centre (www.saferinternet.org.uk), along with the Professionals Online Safety Helpline (POSH) (www.hwb.gov.wales) which offers advice and support to practitioners on a range of online safety concerns such as, online reputation, gaming, grooming, online bullying, sexting, inappropriate behaviour on social media, illegal context, online harassment and radicalisation.
- 6.14.9 The *Keeping Safe Online* area on the HWB has been designed to enhance digital resilience in education across Wales. This site provides bilingual resources for children and young people, practitioners and professionals, parents carers and families and governance and management committees. Staff delivering PSE must pay regard to these resources when delivering messages about internet safety.
- 6.14.10 Governors should familiarise themselves with *The Online safety: Five key questions for governing bodies to help challenge their schools and colleges to effectively safeguarding their learners guidance*
- The college follows the *All Wales Practice Guidance on Safeguarding Children from Online Abuse*, which can be accessed via the college safeguarding website - <https://sites.google.com/ccox.com/csfcsafeguarding/>
 - Where video conferencing or live streaming takes place, governing bodies, head teachers and staff must have full regard to Live Streaming and Video Conferencing: Safeguarding Principles and Practice
 - Training and support is also accessed via the Child Exploitation and Online Protection Centre.
 - The DSP and deputies have completed the 'Responding to incidents of sharing nudes and semi-nudes' online training module

6.15 Monitoring of E-Safety

- 6.15.1 The Designated Safeguarding Person, with the IT Manager, is responsible for monitoring the use of the internet and will keep an e-Safety incident log to identify trends or specific concerns.
- 6.15.2 Reporting procedures for misuse which raises safeguarding concerns:
- Any cause for concern will be dealt with as described in the 'Procedures for reporting concerns' section
 - Safeguarding Responsibilities in specific circumstances
 - Promoting the safe and positive use of technology among children and young people is a key priority for the Welsh Government. *The Online Safety Action Plan for Children and Young People in Wales 2019* provides further information on how this is and should be done
 - The college uses Smoothwall software in order to comply with recommended web filtering standards for schools in Wales guidance. Further support in relation to appropriate filtering and monitoring, as well as advice on other online safety issues is available on the UK Safer Internet website – www.saferinternet.org.uk

7.0 Bullying

- The college has a separate policy on Anti-bullying which follows Welsh Government Guidance on *'Rights, respect, equality'*
- This policy details actions taken to support pupils, including utilisation of the HWB toolkits for schools, children and young people
- The college *Anti-bullying Policy* should be referred to for further information

8.0 Suicide and Self Harm

- The college has Student Wellbeing Policy which has regard to the Welsh Government Guidance, 'Responding to issues of self-harm and thoughts of suicide in young people 2019
- The college has a number of ASIST trained members of staff and the Wellbeing Officer is trained to deal with a variety of negative behaviours, including self-harm and the college's safeguarding website gives staff information on how to respond to any disclosures of such feelings. Within this guidance, staff are made aware of issues surrounding confidentiality, safeguarding and routes of escalation.
- The *Help is at Hand* (NHS Wales 2016) self-help guide aims to provide help and suggestions on how to find support
- The Wellbeing Hub and student safeguarding website provides students with a list of external agencies, including The Help is at Hand guide. On this website, students are given a wide variety of information on different topics, including helplines and websites.

9.0 Substance Misuse

- The college has a *Substance Misuse Policy* and within this and the safeguarding and Wellbeing Hub college websites, all staff and students are made aware of the signs and symptoms to be aware of and how to raise concerns and access support
- DAN 24/7 – www.dan247.org.uk is a free and bilingual drugs helpline providing a single point of contact for further information or help for drug and alcohol misuse in Wales
- Guidance and advice can also be located through the All Wales Schools Liaison Programme
- A toolkit on recognising and responding to signs of substance misuse is available on the Hwb

10.0 Safety on Trips

- The college has a separate *Safety on Trips Policy* which refers to information provided from the Outdoor Education from the Outdoor Education Advisors' Panel

11.0 Conducting a Search and use of Physical Force

The college's policy on *Conducting a Search and use of Reasonable Force* notes, in line with *Section 93 of the Education and Inspections Act* that all school staff are able to use force as it is reasonable in the circumstances to prevent a child or young person from doing, or continuing to do any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including self-harm to the learner)
- Prejudicing the maintenance of good order and discipline at the school or among any learners receiving education at the school, whether during a lesson or otherwise
 - To be judged lawful, any force used would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force is never justified to prevent trivial misbehaviours.
 - Any use of force as punishment is prohibited under *Section 548 of the Education Act 1996*

- The college policy on Conducting a Search and Use of Physical Force refers to the Welsh Government Guidance Safe and Effective Intervention: The use of reasonable force 2013, along with the EWCs Guide to good practice with 'appropriate touch, handling and restraint' 2018 and the EWC's Code of professional conduct and practice for registrants with the Education Workforce Council 2019
- The college references the aims of the Welsh Government's *Reducing Restrictive Practices Framework 2021*. Further information can be found in the college policy on Conducting a Search and Use of Reasonable Force
- All staff, especially boarding staff should use and refer to the *Equality and Human Rights Commission's Human rights framework for restraint* and use this as a tool for the use of restraint in different settings

12.0 Female Genital Mutilation (FGM) and Forced Marriage

- The *All Wales Protocol on Female Genital Mutilation* (FGM, 2011) includes good practice guidance for staff working in the education authorities. Please refer to this for more information, along with *Section 130 of the Social Services and Wellbeing (Wales) Act 2014*.
- FGM is highlighted as a specific risk to girls and young women and the number of female children affected in the UK is difficult to assess, as it is a practice shrouded in secrecy.
- Staff should be alert to possible signs and what action to take if they have concerns. The College will demonstrate immediate and appropriate action with regards any student thought to be at risk. FGM involves cutting and removing all or part of, and sometimes sewing the girl's external genitalia, normally without anaesthetic and can take place any time from birth onwards. It can have serious and long term health implications for girls and women. FGM has been a criminal offence in the UK since 1985. The indications below may highlight that FGM is being planned and further investigation should take place to exclude the risks of FGM:
- Parents from practising communities state that they or a relative will take the student out of the country for a prolonged period. Staff should be aware that girls may be taken abroad during the summer break to undergo FGM, as procedures take up to four weeks to heal. The procedure may therefore be performed before a girl returns to school at the start of the autumn term. Staff should therefore be vigilant in looking for signs of FGM after the holidays and report any suspicions to the Designated Safeguarding Person;
- A student may talk about a long holiday to her country of origin or another country where the practice of FGM is prevalent (procedures take up to 4 weeks to heal), including African countries and the Middle East;
- A student may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a student may tell other students about it;
- A student may request help from a teacher or another adult;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.
- Indications that FGM may have already taken place include:
- A student may spend long periods of time away from the classroom during the day with bladder or menstrual problems;

- A student may have difficulty walking, sitting or standing;
- There may be prolonged absences from College;
- A prolonged absence from College with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM;
- Professionals also need to be vigilant to the emotional and psychological needs of students who may / are suffering the adverse consequence of the practice, e.g. withdrawal, depression etc.;
- A student may ask for help or confide in a professional;
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

12.1 It is a statutory requirement (*Section 5B of the Female Genital Mutilation Act 2003*) that staff report incidents of FGM or that they report concerns that FGM is about to take place. The Mandatory reporting duty commenced in October 2015 due to the *Serious Crimes Act* and this is reflected in the *Multi-Agency Statutory Guidance on Female Genital Mutilation (April 2016)* and *within the Mandatory Reporting of Female Genital Mutilation – procedural information*. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out, using the Police 101 number. The College's Designated Safeguarding Person will be happy to give any advice to staff regarding this and involve Cardiff Children's Services as appropriate.

12.2 The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of, or has had FGM. You can call 0800 028 3550 or email fgmhelp@nspcc.org.uk

12.3 The *All Wales Practice Guide on 'Safeguarding children from harmful practices related to tradition, culture, religion or superstition'* can be referred to and is primarily for practitioners working with children (up to the age of 18)

12.4 In addition to the above the Home Office guidance Mandatory Reporting of Female Genital Mutilation can be viewed for further information regarding duties to report

12.5 Forced Marriage and Honour Based Violence

- *The Anti-Social Behaviour, Crime and Policing Act (2014)* made it a criminal offence in England, Wales and Scotland to force someone to marry.

12.5.1 This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured or not)
- Forced marriage occurs when a young person is forced into a marriage that they do not want, with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is often—mistakenly—believed to be a religious practice. Forced marriage is an abuse of human rights and a form of domestic abuse which should be dealt with under child protection legislation. Colleges are considered as being front line in protecting young people from this type of abuse and pupils may disclose such a fear to you. Their initial approach may be innocuous—such as talking about a holiday abroad and the fear of a forced marriage may only become apparent after a couple of conversations. If you are concerned that a pupil in the College has concerns or fears over forced marriage, let the Designated Safeguarding Person know immediately.

12.5.2 The UK Government's Multi-agency practice guidelines: *Handling cases of Forced Marriage 2014* provides step-by-step guidance to professionals on forced marriage and includes signs to recognise when a child or young person may be at risk

12.5.3 The following signs and symptoms could indicate that a young person is facing forced marriage. Though, the presentation of these signs and symptoms could also indicate that there are other

difficulties and types of abuse that would require a report to made to Cardiff Children's Services also:

- Absence and persistent absence from College
- Request for extended leave of absence from College and failure to return from visits to country of origin
- Siblings forced to marry
- Early marriage of siblings
- Self-harm or suicide of sibling
- Running away from home
- Concerns about mental health
- Accompanied to doctors or clinic
- Self-harm
- Attempted suicide
- Being withdrawn from College by those with parental responsibility and not being provided with suitable education at home
- Sudden announcement of engagement to a stranger
- A girl may report that she has been taken to the doctor's, to be examined to see if she is a virgin.
- Cut or shaved hair as a form of punishment for being disobedient
- The 'Multi-agency Practice Guidelines: Handling Cases of Forced Marriage' can be referred to for more guidance, as can UK Government Guidance, The Right to Choose: government guidance on forced marriage.

12.5.4 The Forced Marriage Unit has a telephone line and email: 020 7008 0151 fmf@fco.gov.uk

12.5.5 Forced marriage protection orders may be used and the court can make an order in an emergency so that protection is in place straight away

13.0 Domestic abuse, gender-based violence and sexual violence

- 13.1 Everyone working with children should be alert to the frequent interrelationship between domestic abuse and the abuse and neglect of children
- 13.2 Violence against women, domestic abuse and sexual violence can have a huge impact on affected children and young people. It can affect their safety, health and wellbeing, educational attainment, family and peer relationships and everyone working with children should be alert to the frequent interrelationship between domestic abuse and the abuse and neglect of children. Where evidence of domestic abuse is present, staff should consider the possibility that the child/children involved may also be victims of violence.
- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Domestic abuse can have a detrimental and long term impact on health, well-being, development and ability to learn.
- 13.3 *The National Training Framework on violence against women, domestic abuse and sexual violence for Wales on VAWDASV* sets out the level of training appropriate for school staff. All professionals must be able to 'ask and act' in relation to VAWDASV, including being able to identify the indicators of this. Staff can

find full information on signs to be alert to on the college's safeguarding website <https://sites.google.com/ccoex.com/csfcsafeguarding/>

- 13.4 The College will raise awareness amongst staff and pupils; promote a whole school ethos on these issues; and create an environment where victims of violence against women, domestic abuse and sexual violence (VAWDASV) are empowered and helped to disclose their experiences;
- 13.5 Staff delivering PSE and RSE should refer to *The Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales 2015* as this educational toolkit addressed where positive attitudes towards gender equality and healthy, respectful relationships can be fostered through a rights-based approach. In addition to this VAWDASV e-learning can also be accessed at – <https://learning2.wales.nhs.uk/login/index.php>
- 13.6 Monitoring in relation to violence against women, domestic abuse and sexual violence may include:
 - Implementation of age appropriate PSE and RSE lessons covering this topic which link to the Welsh Government's Live Fear Free Website and the 24-hour Live Fear Free helpline
 - Introduction of appropriate mechanisms for gathering evidence about the incidence of violence against women, domestic abuse and sexual violence amongst pupils and staff
- 13.7 The Designated Safeguarding Person will act as the first point of contact for any concerns about violence against women, domestic abuse and sexual violence regarding children and young people. Further guidance on safeguarding responsibilities in additional specific circumstances can be found in *Chapter 9 of 'Safeguarding Children: Working Together Under the Children Act 2004'*. Staff with concerns should:
 - Inform the Designated Safeguarding Person immediately and take action in accordance with the *Wales Safeguarding Procedures*
 - Where abuse is between adults in the household, the child can be provided with advice on who can help, including the police, local authority, or local domestic abuse advocacy services
- 13.8 Any staff, parents, pupils who are concerned about violence against women, domestic abuse and sexual violence also have access to support services. To discuss any concerns around such issues, anyone can contact the 24-hour Live Fear Free Helpline (0808 80 10 800) or consult the website – www.gov.wales/live-fear-free Guidance can also be sought through emailing info@livefearfreehelpline.wales
- 13.9 Governors should also refer to *The Violence Against Women, Domestic Abuse and Sexual Violence: Guidance for Governors 2016* and familiarise themselves with this to assist colleagues and pupils in the college
- 13.10 The *All Wales Practice Guides on safeguarding children affected by domestic abuse and safeguarding children from harmful practices related to tradition, culture, religion or superstition* should be referred to. *Operation Encompass* can also be accessed for support for children experiencing domestic abuse.

14.0 Duty to Prevent (Radicalisation and Terrorism)

- 14.1 This section of the policy should be read in conjunction with the College *Prevent Policy* and *HM Government: Revised Prevent Duty Guidance for England and Wales (2015)* should be looked at for more information. It is important that all staff understand the Prevent strategy and the role they play in adhering to the Prevent duty.
- 14.2 All education settings should create a safe environment in which children can understand and discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas
- 14.3 Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Schools and Colleges have the duty to have due regard to the need to prevent people from being drawn into terrorism.

14.4 Increasingly there is focus on the need to protect children from radicalisation. Our College promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. The College promotes community cohesion taking guidance from *Respect and Resilience – Developing Community Cohesion* and *‘Creating Safe Learning Communities: Revised Guidance in Wales’ (August 2015)*. The college safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to students’ attention, they are offered a balanced presentation of opposing views. Staff are nonetheless urged to be alert to those students who may be vulnerable to radicalisation and to pass on their concerns to the Designated Safeguarding Person. The College is also part of a wider network; South and Central Wales FE Prevent Forum and so has access to additional advice and resources within this area.

14.5 Risks of Radicalisation:

- May be driven by the desire for ‘adventure’ and excitement
- May be driven by a desire to enhance the self-esteem of the individual
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- Recognising indicators of extremism. These may include:
- Showing sympathy for extremist causes
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Glorifying violence/condoning or celebrating acts of terrorism
- Evidence of possessing illegal or extremist nature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-prescribed extremist groups such as the English Defence League
- Out of character changes in dress, behaviour and peer relationships
- All staff are expected to understand when it is appropriate to raise a concern with the Designated Safeguarding Person and the Deputy DSPs in turn must know when it is appropriate to make a report to the local authority through the single point of contact (SPoC) to the Police
- If the Designated Safeguarding Person identifies someone who may hold extremist views or who is at risk of radicalisation then the All Wales Prevent Partners Form <https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form-English/>

14.6 All staff have undertaken Prevent training

14.7 The College is also part of the South and Central Wales FE Prevent Forum and accesses services and guidance as and when required, along with referring to *Respect and Resilience: Developing Community Cohesion – a common understanding for schools and their communities*.

14.8 The College *E-safety Policy* contains information about how students are protected from accessing inappropriate material online, include extremist material and publications and radicalisation is covered in all PSE sessions at the College. Suspected online terrorism content, including articles, images, speeches or videos that promote terrorism or encourage violence, or encourage acts of terrorism etc. can be reported at www.gov.uk/report-terrorism

14.9 *The Professionals Online Safety Helpline (POSH)* can be used for help and support with any online safety issues and the staff and student safeguarding websites contain details of how content of concern can be directly referred to social media platforms

- 14.10 The *All Wales Practice Guide on 'Safeguarding children from online abuse'* can be referred to and is primarily for practitioners working with children (up to the age of 18).
- 14.11 In addition to this, guidance for staff within *Supplementary guidance: inspecting safeguarding in schools and PRU (including the Counter-Terrorism and Security Act 2015)* are available to all staff via the college safeguarding website

15.0 Hate Crimes

- Any concerns should be directed through the Designated Safeguarding Person. If a crime has been committed, then the police and local authorities will be contacted.
- Students are taught about tolerance and respect through PSE and wider college pastoral initiatives. The college Wellbeing Hub and student safeguarding website offers support for students who may have been the victim of hate crimes via signposting pupils to the Children and Young Persons Helpline at MEIC Cymru and the National Hate Crimes and Incidents Centre at Victim Support Cymru.

16.0 Grooming and Entrapment

- 16.1 In the NSPCC briefing on *Grooming and Entrapment (July 2012)*, the definition of grooming is given as “a process by which an individual prepares a child for abuse. This is usually perpetrated by a significant adult in the child’s life either at home or at somewhere else in the child’s environment”.
- 16.2 Grooming is a conscious, purposeful, and carefully planned approach used by the offender to gain access to the child, gain the child’s trust and compliance and maintain the child’s secrecy to provide opportunities to abuse and reduce the likelihood of being reported or discovered. This process is thought to strengthen the offender’s abusive pattern of behaviour, as it may be used as a means of justifying or denying their actions.
- 16.3 In the context of education, those who sexually abuse tend to give attention to and show affection to potential victims, behaving in a manipulative and coercive manner rather than using violence. They use and abuse their position of trust and authority to befriend students and gradually desensitise them to sexualised behaviour, facilitating offending and reducing the likelihood of disclosure. The process of grooming begins when an abuser targets or selects a victim. The selection of the victim is influenced by the compliance of the student and the likelihood of secrecy. Offenders tend to target students who they can control. Most children respond to positive attention from a teacher or member of staff and the praise of teachers can have a huge influence. Victims are often selected because the offender perceives them as vulnerable, isolated, and/or emotionally needy.
- 16.4 Students who are not getting on well with their parents or who are experiencing some type of emotional difficulty are often targeted not only because they might be responsive to the initial approach from someone in a position of trust, but also because they may be more likely to maintain silence. The offender may begin grooming by giving the student special attention, support, or rewards. The power of such rewards to affect the student should not be underestimated. Rewards from a teacher or other member of College staff may have a significant impact on the student’s motivation and understanding. Rewarding for the purposes of grooming may take place in the context of providing the student with additional help, mentoring, advice in relation to a project or coursework, or opportunities for out of College activities, including overnight outings.
- 16.5 The offender uses these legitimate aspects of their role to subtly introduce and increase sexually related communication. This may be done by bringing up sexual matters in discussion, leaving materials related to sex out where the victim can see them or exploiting the victim’s natural curiosity or uncertainty about sex. Touching and physical contact with the victim is gradually increased to test the child’s ability to

maintain secrecy and to desensitise the child through progressive sexual behaviours. The offender may also strive to provide the student with experiences that are valuable so that the student will be reluctant to lose or damage the relationship.

- 16.6 Grooming may also involve the parents of the victim so that the offender can gain their trust and approval. This will allow the offender to have greater access to the victim and enhanced ability to spend time alone with them. Parents are often pleased about the extra attention the teacher is giving their child, perceiving them as a positive authority figure and role model for their child. However, offenders may also carefully groom victims by systematically separating them from family and peers. The offender may come to represent the closest relationship the victim has, particularly if the victim is socially isolated or emotionally vulnerable. In such cases, the victim may be reticent to give up what he or she views as a “loving” relationship. Once isolated, victims are more easily exploited and manipulated into sexual relationships.
- 16.7 Some potential warning signs of grooming as a precursor to sexual abuse include:
- A student receiving special attention or preferential treatment
 - Excessive time spent alone with a student outside of the classroom
 - Frequently spending time with a student in private or isolated areas
 - Transporting a student possibly to or from College
 - Making friends with a student’s parents and visiting their home
 - Acting as a particular student’s “listening ear”
 - Giving small gifts, money, toys, cards, letters to a student
 - Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a student
 - Overly affectionate behaviour with a student
 - Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a student
 - Other students are suspicious and make jokes or references
- 16.8 Cardiff Sixth Form College is a boarding College and we need to be mindful of the fact that staff have a different relationship with students; Heads of House spend time with students in their “home environment” and the house staff live in the same building. All staff working at Cardiff Sixth Form must be aware, however, that this environment offers a unique opportunity for a possible child abuser to settle and use this situation to their personal advantage. Any individual at the College who has particular concerns about another member of staff should speak to the Designated Safeguarding Person immediately.

17.0 Child Sexual Exploitation (CSE)

- 17.1 The Welsh Government has issued statutory guidance, Working Together to Safeguard People, Volume 7 which sets out advice on the role of education settings in preventing abuse through CSE, the requirement for education staff to understand how to identify and report risk of CSE; and the role of education in responding to and supporting children at risk of or abused through CSE
- 17.2 CSE can affect any child who is coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex.
- 17.3 CSE can occur over time or be a one off occurrence and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

- 17.4 The Cardiff and the Vale of Glamorgan Regional Safeguarding Board defines child sexual exploitation as ‘a hidden form of child abuse’. Child sexual exploitation 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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- 17.5 CSE may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- 17.6 The *All Wales Practice Guide on ‘Safeguarding children from child sexual exploitation (CSE)’* can be referred to for guidance, along with *safeguarding children where there are concerns about harmful sexual behaviour*.

18.0 Child Trafficking and Modern Slavery

- 18.1 Child trafficking is a form of child abuse and is addressed in two main pieces of legislation, the *Social Services and Wellbeing (Wales) Act 2014* and the *Modern Slavery Act 2015*.
- 18.2 The number of identified cases of child trafficking in Wales and the UK is increasing and children, including British nationals may be trafficked into, out of and within the UK for exploitation. The Home Office has produced a typology of modern slavery offences in the UK and the *All Wales Practice Guide on ‘Safeguarding children who may be trafficked’* should be referred to for a full and comprehensive list of risk indicators.
- 18.3 All children identified as potentially trafficked must be referred into the *Independent Child Trafficking Advocates* service and the ICTA service will allocate the case for direct support to the child or for support via the ICTA Regional Practice Co-ordinator. Making a referral quickly is vital.
- 18.4 The ICTA can be contacted on 0800 043 4303 to make a referral. If it is thought that the child is in immediate danger or it is suspected that they may go missing prior to support being secured then the police must be notified by calling 999.
- 18.5 The All Wales Practice Guide on *safeguarding children who may be trafficked* should be referred to.

19.0 Abuse of positions of trust

- 19.1 Legislation: *Sexual Offences Act 2003* (came into force 1 May 2004)
- 19.2 N.B. The legislation uses ‘he’ throughout but applies equally to males and females.
- 19.3 It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways* in relation to a child aged under 18, where the adult is in a position of trust in respect of the child.
- 19.4 *sexual ways include:
 - Sexual activity with a child - e.g. kissing, sexual touching, intercourse (section 16 SO Act)
 - Causing or inciting a child to engage in sexual activity (s17)
 - Sexual activity in the presence of a child (s18)

- Causing a child to watch a sexual act (s19)

19.5 The offence includes all children under 18.

19.6 It is central to the offence that the prosecution is required to prove that the defendant was in a position of trust in relation to the child and that the defendant knew he was in a position of trust in relation to the child.

19.7 An example of where a person might not reasonably be expected to know that he is in a position of trust in relation to a child would be where a teacher meets in a bar, and subsequently has sex with, a sixth form student who he is not aware attends the College at which he teaches.

19.8 **Section 21 Positions of trust**

19.8.1 'A' looks after persons under 18 who are receiving education at an educational establishment and the child in question receives education at that establishment. Someone receives 'education at an educational establishment' if he is registered or enrolled there as a student or student or is educated there by arrangement with the educational establishment at which he is registered or enrolled.

19.9 **Section 23 Marriage exception**

19.9.1 Where a person is lawfully married to a person aged 16 or over at the time of engaging in activity that would amount to an abuse of trust he shall not be guilty of that offence. It is for the defendant to prove he was lawfully married at the time.

19.10 **Section 24 Sexual relationships, which pre-date position of trust**

19.10.1 A person shall not be liable for an abuse of trust where a lawful sexual relationship existed between the parties immediately before the position of trust arose. The requirement that the sexual relationship be lawful means that the defence would not, for example, apply to a 21-year-old teacher who had an existing relationship with a 17-year-old girl before moving to teach at the girl's College.

20.0 Child Missing from Education, Home or Care

20.1 Staff should refer to the *Inclusion and Pupil support guidance 2016* for guidance and advice on how to maintain high levels of attendance, positive behaviour and support.

20.2 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. A child going missing from education is a potential indicator of abuse or neglect. College staff should follow the College's procedure 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.

20.3 Schools and colleges should:

- use their attendance records to spot patterns of absences
- Stay in contact with parents and carers, ensuring absences are followed up quickly to ensure the child is safe and not missing
- follow up quickly to make sure a child is safe

20.4 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.

20.5 We inform the Education Welfare Service, Room 422 County Hall, Atlantic Wharf, Cardiff, CF10 4UW Telephone - 029 2087 3619, of any student who is going to be deleted from the admission register

where they: have been taken out of College by their parents and are being educated outside the College system e.g. home education. In the case of students sponsored on a Tier 4 Visa, UKVI would also be informed via our agents, The Taylor Partnership. The College must inform the Education Welfare Service of any student who fails to attend College regularly, or has been absent without the College's permission for a continuous period of 10 College days or more, at such intervals as are agreed between the College and the Education Welfare Service (or in default of such agreement, at intervals determined by the Secretary of State). The Attendance Policy outlines the procedures by which the student's attendance is monitored.

- 20.6 The *All Wales Practice Guide on safeguarding children who go missing from home or care* should be referred to, along with the Welsh Government statutory guidance to help prevent children and young people from missing education
- 20.7 The Welsh Government has provided a practical toolkit to identify children and young people missing education

21.0 Host families

- 21.1 Cardiff Sixth Form College does not use host families for any of our students.

22.0 Looked after children (LAC)

- 22.1 Definition of 'Looked after Children' (LAC): Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).
- 22.2 The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- 22.3 The lead for looked after children at Cardiff Sixth Form College is Ms Helen Williams
- 22.4 Every governing body must have a designated member of staff in schools as having lead responsibility for promoting the educational achievement for children who are looked after. If there is a concern then this governor must:
 - Involve the schools lead person who must speak to the DSP to discuss any concerns
- 22.5 More information can be found by accessing 'Making a difference: guide for the designated person for looked after children in schools' (2017)
- 22.6 The contact for LAC in Wales is: Sean O'Neil, Policy Director
E-mail - Sean.Oneill@childreninwales.org.uk

23.0 Procedures for dealing with allegations of abuse involving a member of staff, the Principal, Head of School or Governors

- 23.1 Children have a right to be safeguarded and protected from harm. Any allegation of abuse made by or on behalf of a child should be taken seriously and the child should be listened to and dealt with sensitively. **All allegations must be reported immediately as the safety and welfare of the child is paramount.**
- 23.2 Allegations of abuse may be made against a member of staff, a volunteer, a student, parent or other person connected to the College.

23.3 Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in *Keeping Learners Safe* (2022) and also within the Welsh Government Circular '*Safeguarding children in education: handling allegations of abuse against teachers and other staff*' (009/2014). Staff should also have regard to the *Staff Code of Conduct* (including the ICT Acceptable Use Policy) to minimise the risk of allegations being made.

23.4 If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the student, to provide re-assurance and to record the student's statements, but not to probe/ investigate or put words into the student's mouth. Any students who are involved will receive appropriate care and support.

23.5 Allegations are categorised into:

1. Allegations that may meet the harms threshold
2. Concerns that do not meet the harm threshold

Allegations that may meet the harms threshold

23.6 Where an allegation is made against any person working in or on behalf of the College, that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

23.7 The College will apply the principles within '*Safeguarding children in education: handling allegations of abuse against teachers and other staff*' (009/2014) and will always follow the Cardiff and the Vale of Glamorgan Regional Safeguarding Board procedures.

23.8 Detailed records will be made, which will include decisions, actions taken, and reasons for these. All records will be retained securely by the Head (and in his absence, the Principal)

- Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be well founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed local procedures.

23.9 Initial Action if you have concerns

23.9.1 On hearing an allegation of abuse or complaint about abuse directly from a pupil, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the pupil should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

23.9.2 The member of staff should make and submit an accurate written record using the confidential cause for concern form in Appendix C of this policy and inform the Head of School (and in his absence, the Principal) immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. The Head will contact the MASH Team for advice or direction and contact the LADO. In the event that the Head is not present then this action will be carried out by the Principal.

23.9.3 The Head of School (and in his absence, the Principal) will take steps, where necessary, to secure the immediate safety of students and any urgent medical needs.

23.9.4 The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of students.

- 23.9.5 The Head of School (and in his absence, the Principal) may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- 23.9.6 Consideration will be given throughout to the support and information needs of students, parents and staff.
- 23.9.7 Should the allegation of abuse concern the DSP the member of staff should inform the Designated Safeguarding Governor
- 23.9.8 Should the allegation be against the Principal and/or the Head of School the Chair of Governors will be notified, without the Principal and/or the Head of School being informed first. If an allegation is made against the Designated Governor for Safeguarding then this should be reported to the Chair of Governors. In the event of serious harm or a crime being committed, the police will always be notified from the outset.
- 23.9.9 All allegations or suspicions of abuse or cases where there is reasonable cause to suspect a student is suffering, or is likely to suffer harm, will be referred to the MASH Team, to refer to the LADO within 24 hours. Police are the only body authorised in these cases to conduct an investigation.
- 23.9.10 Borderline cases will be discussed with the MASH team without identifying individuals in the first instance and following discussions the MASH Team will judge whether or not an allegation or concern meets the relevant threshold. The MASH Team will decide in the circumstances what further steps should be taken, liaising with the College. This could involve informing parents and calling the police.
- 23.9.11 If the allegation concerns a member of staff, student, volunteer or visitor he/she would normally be informed as soon as possible after the result of any initial investigation by the Head, or in his absence the Principal and safeguarding team and authorised or conducted by the MASH Team; advice will always be sought from the MASH Team first, however. The College will normally appoint a member of staff to act as a liaison to keep the person informed of the likely course of action and the progress of the case. The Parents or carers of the student(s) involved will be informed of the allegation as soon as possible if they do not already know of it. Where the MASH Team advises that a strategy discussion is needed, or the police or Cardiff Children's services need to be involved, the Head of School (in his absence, the Principal) should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process.
- 23.9.12 The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.
- 23.9.13 If the MASH Team or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In all cases where the act of suspension is used this will be immediate. In the case of staff, the matter will be dealt with in accordance with the Disciplinary Procedure.
- 23.9.14 Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from students.
- 23.9.15 During the course of the investigation the College in consultation with the MASH Team will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in

Safeguarding children: working together under the children act 2004 (Wales), The rights of children and young persons (Wales) Measure 2011 and Keeping Learners Safe – Welsh Government (2022) relating to reporting restrictions identifying teachers who are the subject of allegations from students.

23.10 Support

23.10.1 The College has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to act as a liaison to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

23.10.2 The College will make every effort to maintain confidentiality and guard against unwanted publicity regarding allegations against a member of staff. Restrictions are enforced up until the point where the accused person is charged with an offence or the Education and Workforce Council of Wales publish information about an investigation or decision in a disciplinary case.

23.11 Action to be taken against the accused

23.11.1 Where an investigation by the police or Cardiff Children's services is unnecessary, the MASH Team will discuss the steps to be taken with the Head of School (in his absence, the Principal), or the Designated Governor for Safeguarding, as appropriate). The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

23.11.2 It may be necessary to undertake a further investigation to determine the appropriate action.

23.11.3 If so, the MASH Team will discuss with the Head, or in his absence the Principal how and by whom the investigation will be undertaken. The appropriate person will usually be an independent investigator linked to the Police, as advised by the Cardiff and the Vale of Glamorgan Regional Safeguarding Board.

23.12 Suspension

23.12.1 Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a student or other students at the College is or are at risk of significant harm; or
- the allegation warrants investigation by the police; or
- the allegation is so serious that it might be grounds for dismissal.

23.12.2 The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment. If there is adequate evidence to inform the decision to suspend a staff member, suspension will be immediate.

23.13 Criminal proceedings

23.13.1 The College will consult with the MASH Team following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

23.13.2 We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the *Safeguarding Vulnerable Groups Act 2006* and the *Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009*. Separate to involvement of the Cardiff and the Vale of Glamorgan Regional Safeguarding Board and the MASH Team,

Colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) at the College, or would have been removed had they not left.

- 23.13.3 The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on GOV.UK. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK
- 23.13.4 Cardiff Sixth Form College will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.
- 23.13.5 Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College will consider making a referral to the Education Workforce Council and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The College's designated safeguarding governor will also be informed.
- 23.13.6 Where the College ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not resigned, it will refer to the *Education Workforce Council who, in line with The Education (Wales) Act 2014 (Section 26 – Disciplinary Functions)* will consider undertaking an investigation to determine if a disciplinary order is required.
- 23.13.7 From April 2016, the *Multi-Agency Statutory Guidance on Female Genital Mutilation* will place a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. The College's designated safeguarding person will be happy to offer advice to any staff members regarding this and involve Cardiff Children's Services as appropriate.
- 23.13.8 Should historical allegations of child abuse be made against a teacher who is no longer teaching, the College will, in accordance with *Keeping Learners Safe* report the matter to the DBS in line with *Section 1.3 of the Welsh Government Circular – Procedures for reporting misconduct and incompetence in the workplace in the education workforce in Wales*. In addition, the Education Workforce Council will also be informed. All allegations of historical abuse should be referred to the Principal and/or the Head of School or DSP straight away and the police would be informed as necessary.
- 23.13.9 Further information, including information sharing in these instances can be found within the Welsh Government Circulars:
- 002/2020: *Disciplinary and Dismissal Procedures for School Staff*
 - 009/2014: *Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff*

23.14 Return to work

- 23.14.1 If it is decided that the person who has been suspended should return to work, the College should consider how to facilitate this, for example, a phased return may be appropriate and / or the

provision of a mentor to provide assistance in the short term. The College should also consider how to manage the contact with the student(s) who made the allegation.

23.15 Ceasing to use staff

- 23.15.1 If an allegation is substantiated and the person is dismissed or the employer ceases to use the person's services or the person resigns or otherwise ceases to provide his or her services, the Principal, and or/the Head of School and the MASH Team will discuss in the light of current legislation how to refer the case to the Disclosure and Barring Service (DBS) for consideration of inclusion on the barred lists. Cardiff Sixth Form College understand they are legally required to refer to the DBS when they think an individual has engaged in conduct that harmed, or was likely to harm a child. This report will be made to the DBS immediately in line with the *Welsh Government Circular 168/2015 – Procedures for reporting misconduct and incompetence in the education workforce in Wales*.
- 23.15.2 Reports made in these circumstances will include as much evidence of the circumstances or the case as possible. Compromise Agreements cannot apply in these circumstances.
- 23.15.3 The College will also make a referral to the Teaching Regulation Agency/Education and Workforce Council Wales and possibly the NCTL if transfer to England is suspected in conjunction with the MASH Team when a teacher has been dismissed or would have been dismissed if they had not resigned. Referrals will be made if the College considers that the teacher involved could be accused of "unacceptable professional conduct", "conduct which would bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Essentially these are cases where a dismissal is not sufficient to report to the DBS but should be noted by a professional body.
- 23.15.4 If the College ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left first, the College in consultation with the MASH Team will consider carefully whether to refer the case to the Secretary of State, as required in sections 141D and 141E of the *Education Act 2002*. The Secretary of State may investigate the case and if they find a case to answer then they will decide whether to make a prohibition order in respect of the person.

23.16 Resignation

- 23.16.1 If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the College. Resignation will not prevent a prompt and detailed report being made to the Disclosure and Barring Service in appropriate circumstances.

23.17 Timescales

- 23.17.1 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unfounded or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Principal, and/or the Head of School in his absence should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

23.18 Unfounded or malicious allegations

- 23.18.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head (or in his absence, the Principal) of School will consider whether to take disciplinary action in accordance with the College's behaviour and discipline policy.
- 23.18.2 Where a parent has made a deliberately invented or malicious allegation the Head (or in his absence, the Principal) will consider whether to require that parent to withdraw their child or children from the College on the basis that they have treated the College or a member of staff unreasonably.

23.18.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the College reserves the right to contact the police to determine whether any action might be appropriate.

23.18.4 Students who are found to have made malicious allegations will be asked to leave the College and could be reported to the police if the College believe there has been a criminal offence committed.

23.19 Record keeping

23.19.1 Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation.

23.19.2 Allegations which are found to be malicious will be removed immediately from an individual's record. Any which are unsubstantiated, unfounded or malicious will not be referred to in a reference.

Concerns that do not meet the harm threshold

- Concerns may arise in several ways and from a number of sources. For example – suspicion, complaint, or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- Cardiff Sixth Form College has a separate *Low Level Concerns policy*, ensuring that all concerns about all adults working in or on behalf of the college are dealt with promptly and appropriately.
- A low level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:
 - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a report to the LADO

23.19.6 The college's Low Level Concerns Policy sets out examples of such behaviours ensuring that all staff are clear what appropriate behaviour is, empowering the whole college community to share any low level concerns – in turn assisting in addressing unprofessional behaviour and helping to identify weakness in the institutions safeguarding system.

24.0 Safer Staff Recruitment Practice

- 24.1 When recruiting staff and volunteers the College must ensure all appropriate checks must be made. Please refer to the College's separate Recruitment, Selection and DBS policy. In addition to this, Appendix A illustrates the DBS record check process.
- 24.2 The College must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited. Please refer to the *College's Visitor Policy*.
- 24.3 The College must ensure that there are sufficient staff (in the appropriate male/female balance) to run all activities.
- 24.4 All College staff must be an adult role model for children and young people: courteous, friendly and kind. No member of staff should make suggestive or discriminatory comments. We have drawn up a *Staff Code of Conduct* to lay out clearly our expectations of staff.
- 24.5 All College staff should respect children and young people at all times regardless of their sex, ethnicity, disability or sexual orientation.
- 24.6 No member of College staff must ever allow or engage in inappropriate verbal or physical contact of any description. It is easy for certain types of behaviour to be misinterpreted.

- 24.7 All College staff should be firm and fair with pupils. Favouritism should be avoided, as should singling out troublemakers. All staff should keep in mind the distinction between bad behaviour and the pupil exhibiting unacceptable behaviour.
- 24.8 No member of College staff should allow pupils or adults to engage in abusive activities such as initiation rites, ridiculing or bullying. The College has a zero tolerance to bullying and all staff and students are aware of the College definition of bullying and therefore what constitutes as this type of behaviour.
- 24.9 All members of College staff should re-direct excessive attention-seeking behaviour into positive activity where possible.
- 24.10 The College must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.
- 24.11 The College must encourage students to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.
- 24.12 All College staff should avoid unobserved one-to-one contact with a pupil. When such a situation is unavoidable, the door must be left open and a colleague must ideally be within sight and hearing.
- 24.13 No male member of staff may enter an all-female room/dressing room etc. or vice versa.
- 24.14 All College staff should report disclosures or concerns to the Designated Safeguarding Person
- 24.15 College staff should never trivialise child abuse issues.
- 24.16 No member of College staff should drive or walk a young person home on their own unless the circumstances are exceptional and in such cases a senior member of staff should be informed as soon as possible.
- 24.17 The College will report immediately to the DBS any person (whether employed, contracted, a volunteer or student) who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier. Consideration will be given to making a referral to the Education Workforce Council.
- 24.18 No staff member should have or be in contact with any current students or previous students under the age of 18 on any social media accounts. If it is found that this is the case, then disciplinary action will be taken.
- 24.19 *Under section 550A of the Education Act 1996* staff have the right to use reasonable force and physical intervention to control or restrain students in order to avert immediate danger or personal injury.
- 24.20 Corporal punishment is strictly prohibited at Cardiff Sixth Form College and all staff are aware of this fact.
- 24.21 Staff are also advised that they ensure any physical contact is in line with being in loco parentis. This means that any necessary physical contact is always appropriate and proportional to the circumstances.
- 24.22 As a residential College where many students are away from their parents for extended periods of time staff are also trained that there will be circumstances when physical contact is appropriate when a student is distressed. If a student requires it and is comfortable, a hand on a hand or shoulder may be appropriate in individual circumstances.

Appendix A - Contact Details

Designated Safeguarding Person

Mrs Lisa Morton

Telephone – 029 2049 3121 ext. 251

Mobile – 07554 957178

E-mail – lisa.morton@ccoex.com

Deputy DSPs

Miss Alanna Davies

Telephone – 029 2049 3121 ext. 275

Mobile – 07776 419599

E-mail – alanna.davies@ccoex.com

Mr Ceitho Anwyl-Williams

Telephone – 029 20493121 ext. 251

Mobile – 07776 419599

E-mail – ceitho.williams@ccoex.com

Ms Paisley May Beeching

Telephone – 02920 493121 ext. 251

Mobile – 07776 419599

E-mail – beeching@ccoex.com

Mr Neil Davies

Mobile – 07776 419599

E-mail – neil.davies@ccoex.com

Designated Governor for Safeguarding

Tim Fish

Telephone – 07803 935 385

E-mail – tim.fish@dukeseducation.com

Chair of Governors

Mr Aatif Hassan

E-mail – aatif.hassan@dukeseducation.com

Independent Listener

Dr Liam Hughes

Telephone – 07825 678870 (available between the hours of 1700 and 1800)

Cardiff and the Vale of Glamorgan Regional Safeguarding Board

Telephone – 02922 330880/02922330883

E-mail – cardiffandvalersb@cardiff.gov.uk

Cardiff Children's Services

If you think a child or young person is being harmed or is at risk of being harmed, then you should contact the Children's Access Point on 029 2053 6490

Monday to Friday, 8.30am-5pm

If it is outside of these hours, please call the emergency duty team on:

029 2078 8570

MASH Team (Through Children's Services) who will refer to LADO

Telephone - 02920 536490 (Option 3)

For allegations of abuse made against staff members. The report must be made within one working day and Lynda Gallagher – LADO should be contacted via: 02922 330899

Prevent

For non-emergency referral telephone: 101

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and trustees

E-mail - counter-extremism@education.gsi.gov.uk

Telephone - 020 73407264

Wales Extremism and Counter Terrorism Unit (WECTU) – 02920 774275

Prevent referral: <https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form/>

Local Authority Prevent Co-ordinator – Steph Kendrick Doyle – 02920 873266 stephanie.kendrick-doyle@cardiff.gov.uk

Prevent Education Officer – Tom Noaks – 02920 872727/07811 980031 thomas.noaks3@cardiff.gov.uk

South Wales Police

To contact the police by phone, 24 hours a day dial 101

If life is in danger or a crime is in progress dial 999

Protecting Vulnerable People (South Wales Police): 029 2022 2000

Reporting FGM to Police: Since October 2015, it has been a legal obligation for all staff to report suspected cases of FGM to the police. South Wales Police have trained, specialist officers who can be contacted by calling 101

Other useful numbers

Care Inspectorate Wales – 0300 7900 126

Estyn - 029 2044 6446

NSPCC 24-hour helpline - 0800 800 5000

NSPCC Cardiff - 029 2010 8080

Meic Cymru – 080880 23456

Childline - 0800 1111

Children's Commissioner for Wales – 0800 801 1000

Children and Adolescent Mental Health Service (CAMHS) – 029 2053 6730

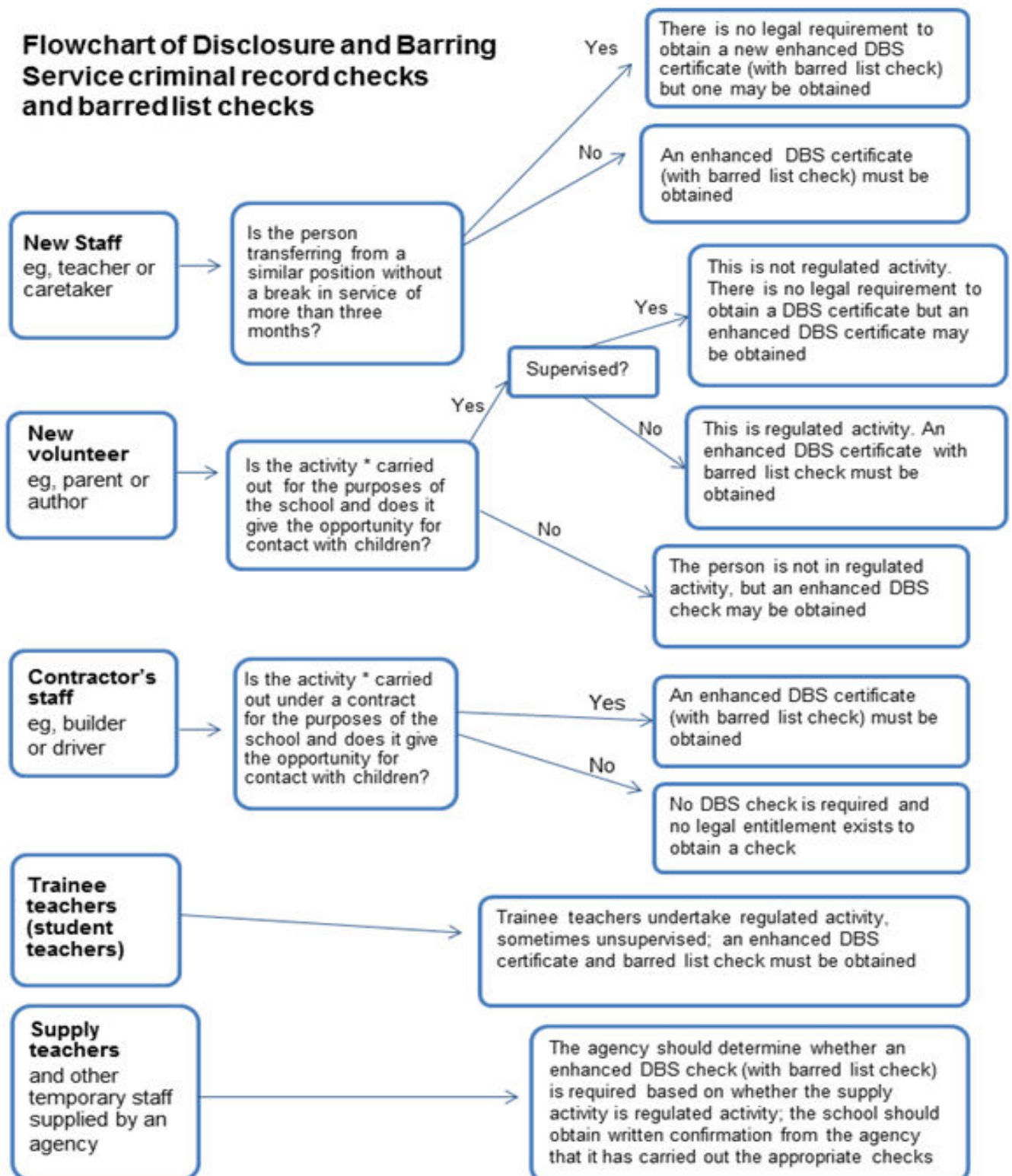
The National Wales Safeguarding Procedures

A number of new practice guides, the All Wales Practice Guides have been issued. These cover the following areas of safeguarding and child protection and act as a useful source of information for practitioners in education:

25.0 All Wales Practice Guides

- Safeguarding children from Child Criminal Exploitation
- Safeguarding children from abuse related to cultural and religious beliefs
- Safeguarding children who may be trafficked
- Safeguarding children affected by Domestic Abuse
- Safeguarding children from child neglect
- Safeguarding children from Online Abuse
- Safeguarding children where there are concerns about Harmful Sexual Behaviour
- Safeguarding children who are home educated
- Safeguarding children who go missing from home or care
- Safeguarding children from Child Sexual Exploitation
- Safeguarding children in relation to the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020
- Safeguarding children from Radicalisation

Appendix B - Flow chart of disclosure and barring service (DBS) checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix C – Reporting a Child Protection Concern

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name (print):		
Signature		
Job Title:		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
What is the pupil's account/perspective?		
Professional opinion where relevant.		
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.		
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.		

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Safeguarding Person

Time and date passed to DSP: _____
Date Stamp:

Appendix D – Reporting a Child Protection Concern

Cardiff Sixth Form College Safeguarding Procedure

1. Staff member becomes aware of a safeguarding issue via a student disclosure or concern. If a student has made a disclosure, confidentiality cannot be promised and TED (Tell Explain Describe) must be followed to ensure no leading questions.

2. Staff members must notify Lisa Morton (07554 957178) or the Deputy DSPs immediately (Please note if the concern involves the safeguarding team; the Chair of Governors must be informed). Should the allegation be about the Principal and/or the Head of School the DSP will immediately the Chair of Governors without the Principal's/and or Head of School's knowledge. If an allegation is made about the Designated Safeguarding Governor this should be reported to the principal and/or the Head of School in his absence, who will discuss the issues with the DSP and the Company Safeguarding Lead.

If the disclosure is in regard to FGM (Female Genital Mutilation) then staff must call the police on 101 *BEFORE* contacting the safeguarding team.

3. The safeguarding team will then address the safeguarding concern and will:

- * Make a direct report to Cardiff Children's Services

- * Contact the Police

- * Or make a referral to external services such as CAMHS/Out of Hours GP

The staff member who has reported the incident to the safeguarding team will be asked to provide a verbatim account of the disclosure or concern raised and note the time and date which this occurred, along with full details.

4. The staff member who has reported the incident will be given feedback information. The student involved in the safeguarding incident will be given full in-house support via the pastoral team, the college nurse, their Head of House and the college Wellbeing Officer.

Appendix E - Useful Support Telephone Numbers and Websites for Staff

General Advice and Support

NSPCC Wales <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/wales/>
0808 800 5000 or text: 88858
email help@nspcc.org.uk

MEIC Information, advice and advocacy helpline for children and young people:

www.meiccymru.org
Freephone 080800 23456 or text: 84001

TES – Safeguarding

www.tes.com/teaching-resources/blog/safeguarding-collection

CTAC for advice on Child Trafficking Advice Centre

0808 800 5000

Mind ed

www.minded.org.uk
For professionals and volunteers - <https://www.minded.org.uk/Catalogue/TileView>
For families - For families: <https://mindedforfamilies.org.uk/>

Talk to me – Suicide and self-harm prevention strategy for Wales 2015-2020.

<http://gov.wales/topics/health/publications/health/reports/talk2/?lang=en>

Samaritans

02920 344022

Dewis Cymru is the place for information about well-being in Wales

<https://www.dewis.wales/>

National Children's Bureau

<https://www.ncb.org.uk/>

Inclusion and Pupil Support Guidance (Welsh Assembly Government information):

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

Youth Access: helps you find free and confidential counselling, advice or information services in your local area

<http://www.youthaccess.org.uk/services/find-your-local-service>

Youth Wellbeing Directory resource finder

<https://www.youthwellbeing.co.uk/>

Young Minds can offer advice if students are feeling low or worried

www.youngminds.org.uk

TheSite.org is the online guide to life for 16-25 year olds in the UK. They provide non-judgemental support and information on everything from sex and exam stress to debt and drugs.

www.thesite.org

Teenage Health Freak provides web-based, accurate and reliable health information to teenagers in a contemporary, cringe free, entertaining and informative way.

www.teenagehealthfreak.org