



Child Protection and Safeguarding Policy

September 2020

Document Quality Control

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1.0 Purpose and Aim

Designated Safeguarding Lead – Mrs Lisa Morton 07554 957178

Designated Safeguarding Officers – Mr Gethin Thomas & Ms Alanna Davies – 07776 419599

Safeguarding Company Lead – Mr Paul Ludlow - 07584 012130

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

- 1.1 **Safeguarding** is the protection of children from abuse, neglect, and maltreatment. Safeguarding prevents impairment of children's mental and physical health or development, ensuring that they grow up in circumstances consistent with provision of safe and effective care enabling them to have optimum life chances and the best outcomes possible.
- 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 Cardiff Sixth Form College's Child Protection and Safeguarding policy aims to provide clear direction to staff (teaching and non-teaching), managers/directors, governors' volunteers and visitors about expected codes of behaviour in issues of safeguarding and dealing with child protection issues. Throughout the policy, the words '**child**' and '**children**' include **all** pupils at the College who are under the age of 18. As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.
- 1.4 The NSPCC defines child abuse as:
 - the term used when an adult harms a child or a young person under the age of 18.
- 1.5 Where this policy refers to '**staff**' it should be taken that this is anybody who is employed by the College and/or anybody who is visiting the College.
- 1.6 The 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 'National Wales Safeguarding Procedures'.
- 1.7 This policy highlights the College's core safeguarding principles as:
 - **All staff** 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 referral
 - A statutory responsibility to ensure that measures are taken to minimise risks for children at the College 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
 - 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
 - Instilling confidence in staff to work with the safeguarding and child protection policy and the subsequent College policies that dovetail to it to report any concerns that they have regarding pupil welfare and child protection issues to the named Designated Safeguarding Lead, or Designated Safeguarding Officers and to be aware of and raise any concerns regarding staff behaviour with pupils to the Company Safeguarding Lead

- Pupils and staff involved in safeguarding and child protection issues will receive appropriate support and guidance
- Safeguarding and child protection concerns and referrals are handled at all times sensitively, professionally and in ways that support the needs of the child
- A duty to renew the policy annually or when statutory legislation changes, familiarising all staff and pupils with it upon renewal
- Available to all parents (and all members of the public) on the College website or in writing on request.

1.8 **Statutory Framework** (Welsh legislation and guidance is followed for the policy and throughout College procedure, however English guidance may be found within but only to enhance the policy or improve best practice)

- The Children Act 1989
- The Children Act 2004
- Protection of Freedoms Act 2012 (DBS)
- Social Services and Wellbeing (Wales) Act 2014
- The Education Act 2002
- Adoption and Children Act 2002 Section 120)
- Female Genital Mutilation Act 2003
- Counter Terrorism and Security Act 2015
- Education Act 2011 (public reporting of allegations made against teachers)
- Wellbeing of Future Generations (Wales) Act 2015
- Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (VAWDASV)

1.9 **Key Statutory and Non-Statutory Guidance**

- National Wales Safeguarding Procedures
- Working Together to Safeguard People: Volume 5 – Handling individual cases to protect children at risk
- Keeping Learners Safe: the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002, July 2019 (Guidance document no: 248/2019)
- Safeguarding Children: Working Together Under the Children Act 2004
- All Wales Child Protection Procedures 2008 (Produced on behalf of all LCSBs in Wales)
- Cardiff and the Vale LSCB Safeguarding Information Pack
- Welsh Office Circular 52/95: Protecting children from abuse – the role of the education service
- National Assembly for Wales Circular 34/02 Child Protection: preventing unsuitable people from working with children and young people in the education service
- The Rights of Children and Young Persons (Wales) Measure 2011
- Respecting Others: Anti-Bullying Guidance Circular No: 23/2003
- Respecting Others: Anti-bullying overview September 2011 (Guidance document no: 050/2011)
- Respecting Others: Cyberbullying September 2011 (Guidance document no: 057/2011)

- Sexting: Responding to incidents and safeguarding learners: Guidance for educational settings in Wales UKCCIS
- The future of the sex and relationships education curriculum in Wales December 2017
- Relationship Education, Relationships and Sex Education and Health Education June 2019
- Teaching Online Safety in School: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects June 2019
- Action on Bullying 2014
- Safe and effective intervention – use of reasonable force and searching for weapons October 2010 (Guidance document no: 041/2010)
- Safeguarding children in education: handling allegations of abuse against teachers and other staff April 2014 (Welsh Government Circular no: 009/2014)
- Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies July 2017
- Behaviour and Discipline in Schools: Advice for headteachers and school staff January 2016
- Mental health and behaviour in schools: Departmental advice for school staff March 2016
- Mental health and behaviour in schools November 2018
- Responding to issues of self-harm and thoughts of suicide in young people' Guidance for teachers, professionals, volunteers and youth services Guidance document no:249/2019 September 2019
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education (Statutory Guidance for Schools and Colleges) September 2020
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children July 2018
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2015
- 'Creating Safe Learning Communities: Revised Guidance in Wales' (August 2015)
- Prevent Duty Guidance for England and Wales 2015
- Section 26 of the Counter-Terrorism and Security Act 2015
- What to do if you are worried a child is being abused; Advice for practitioner's March 2015
- All Wales Protocol Female Genital Mutilation (FGM, 2011)
- Section 130 of the Social Services and Wellbeing (Wales) Act 2014
- Multi-agency Statutory Guidance on Female Genital Mutilation April 2016
- 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
- All Wales Protocol – The Protection of Children and Young People at risk of experiencing harm through the use of Information Communication Technology (ICT)

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 ensures that a safe, welcoming environment is maintained where children are respected, valued and listened to and in order to promote this College wide, pupils are regularly made aware of who they can talk to if they are upset, concerned about something or if they are worried about another pupil and their welfare. Student welfare is widely promoted at the College via induction, assemblies, workshops, posters, handbooks and a pastoral online platform in which students are given information about local services such as Meic. In addition to this, weekly PSE sessions, the pastoral programme of activities and the CREATE© education portfolio map SMSC throughout pastoral and curriculum studies to ensure that pupils are equipped with the skills they need to stay happy, safe and healthy. The purpose of pastoral care at the College is to ensure that all learners, including CSA pupils and A Level students are prepared for the demands of life outside of College and the challenges that adulthood brings. The College aspires to build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- 2.3 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.
- 2.4 There are five main elements to Cardiff Sixth Form College's Child Protection and Safeguarding Policy, all of which take account of the National 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 2019 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 Roles and Responsibilities

Everyone who comes into contact with children and their families has a responsibility and 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.

3.1 Governing Body

- 3.1.1 The governing body will ensure that there are effective safeguarding policies and procedures in place to safeguard and promote the welfare of children and will monitor their compliance with statutory guidance. 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.

3.2 Governance of Safeguarding

3.2.1 The College Principal meets with Governors at least once every half term to report formally on safeguarding issues and to give Governors a safeguarding compliance update. The College provides the Governors and Company Safeguarding Lead with a written report every half term and an annual report.

3.3 Tim Fish (Nominated Governor with special responsibility for Child Protection)

3.3.1 Role: To liaise with the Designated Lead on matters relating to safeguarding and child protection issues and to participate in and oversee the annual review of policy.

3.3.2 Tim Fish is the nominated governor for safeguarding and child protection. The role of the nominated governor is to liaise with the local authority on issues of child protection or in case of allegations against the Principal. The governor will carry out an annual review of the College's safeguarding policy and procedures with day-to-day issues being delegated to the Designated Safeguarding Lead. The governor is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice
- Maintaining contact with the statutory authorities in relation to Child Protection staff disciplinary cases – following procedures within Disciplinary and Dismissal procedures for school staff (002/2013)

3.4 Paul Ludlow (Company Safeguarding Lead)

3.4.1 Role: To act as an advisor on safeguarding issues, supporting the governors in compliance and quality assurance.

3.4.2 Any member of staff who has reason to suspect that a student may have been abused by another member of staff or volunteer, either at school or elsewhere, must immediately inform the Designated Safeguarding Lead, who will work with the Company Safeguarding Lead. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

3.4.3 If the allegation is about the DSL then staff should contact the Company Safeguarding Lead, Paul Ludlow.

3.4.4 If the Principal, or the Head of School is the subject of an allegation, refer to the nominated Governor, who will work with the Company Safeguarding Lead; **the Principal/and or Head of School should not be informed.**

3.4.5 If an allegation is made against the Governor report it to the Principal and the Head of School, who will discuss it with the DSL and the Company Safeguarding Lead. In case of serious harm or a crime being committed, the police should be notified from the outset.

3.4.6 If the allegation is made against the Company Safeguarding Lead, report it to the Principal and the Head of School, who will discuss it with the DSL and Safeguarding Governor. In case of serious harm or a crime being committed, the police should be notified from the outset.

3.5 Gareth Collier (The Principal) and Tom Arrand (Head of School)

3.5.1 Role: To ensure that all staff, including visitors can:

- Access sufficient resources and time to discharge their responsibilities relating to safeguarding, including training, inter-agency meetings and the provision of early help and assessment of children
 - Understand the policies and procedures for safeguarding children and feel able to raise concerns about poor or unsafe practice
 - 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 Lead (DSL)
- 3.5.2 The Principal and as his direct deputy, the Head of School will ensure that the DSL is a member of the Senior Management Team (SMT) and is given sufficient time and resources to carry out the role effectively. The Principal and in his absence, 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.

3.6 Lisa Morton (Designated Safeguarding Lead (DSL))

- 3.6.1 Role: To coordinate all matters relating to Safeguarding and Child Protection issues as outlined in Chapter 2 of 'Keeping Learners Safe' under 'Responsibilities of the Designated Senior Person (DSP) for child protection'.
- 3.6.2 Lisa Morton (Head of Pastoral) is the Designated Safeguarding Lead (DSL) 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 2019. Alanna Davies and Gethin Thomas are the Designated Safeguarding Officers (DSOs) and have also 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 2019. Both the DSL and the DSOs attend courses with child support agencies to ensure that they remain conversant with best practice. They receive relevant (level 3) training every 2 years 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 DSL 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 – Welsh Government (KLS).
- 3.6.3 The DSL and/or the DSOs can be contacted at any time and the safeguarding team contact details are displayed widely for students and staff across all College sites (boarding staff have an emergency contact telephone number for the DSL and DSOs 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.
- 3.6.4 The DSL maintains close links with the Cardiff and Vale of Glamorgan Regional Safeguarding Board and reports monthly to the nominated governor and the company lead on child protection issues. The DSL 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 referral procedures in line with Welsh Government requirements (as outlined in Chapter 2: Safeguarding roles and responsibilities in the education service of 'Keeping Learners Safe' (2019). The DSL 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 referral will be made within 24 hours to the MASH team.
- 3.6.5 The DSL 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 DSL 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.
- 3.6.6 The DSL, in accordance with KCSIE 2020 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>)

- 3.6.7 The DSL 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, radicalisation and sexting. The DSL's and the College's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.
- 3.6.8 The College's records on child protection are kept securely in the DSL's office, and are separated from routine student records. Access is restricted to the DSL and the DSOs. Safeguarding records are audited annually by the Company Safeguarding Lead and the DSL has an annual appraisal in line with her work in safeguarding and child protection at the College.
- 3.6.9 In line with Welsh National Assembly policy, it is the responsibility of the DSL to:
- Know how to recognise and identify the signs of abuse and neglect
 - Be alert to the specific needs of any children with additional learning needs and young carers
 - know when it is appropriate to make a referral to relevant investigating agencies, including the Cardiff and the Vale of Glamorgan Regional Safeguarding Board children's services team
 - Notify the police if a child is in immediate danger (these are the only body who have the power to remove a child to a place of safety without court intervention)
 - Notify Cardiff Children's Services within 24 hours of a disclosure or suspicion of abuse
- 3.6.10 In cases where the child is not in immediate danger:
- A referral should be made to Cardiff Children's Services as early as possible to allow a co-ordinated response with agencies working together.
 - Referral will initially be communicated to Cardiff Children's Services by telephone and followed up with a Care Assessment Framework form (CAF) within 48 hours.
- 3.6.11 It is the responsibility of the DSL to:
- Liaise with the Principal and the Head of School to inform him of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
 - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
 - Liaise with relevant agencies when deciding whether to make a referral.
 - Understand the assessment process for providing early help and intervention through agreed common and shared assessment processes such as early help assessments
 - Liaise effectively with Cardiff and the Vale of Glamorgan Regional Safeguarding Board and contribute to proceedings when necessary
 - Have an awareness in line with the National Wales Safeguarding Procedures of 'Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk'
 - Link with the Cardiff and the Vale of Glamorgan Regional Safeguarding Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - Have a working knowledge of how local authorities conduct child protection cases and review conferences and be able to attend and contribute to these meetings effectively
 - Provide training, advice and support to staff, including refresher and induction training
 - Provide regular updates at staff meetings as appropriate and meet regularly with the safeguarding committee

- Keep records of the dates of the training, details of the provider and a record of staff attendance
- Keep the Principal and the Head of School informed of all CP issues and work with other agencies as necessary
- Take responsibility for the college's CP practice, policy, procedures, and their own professional development
- Follow procedures within disciplinary and dismissal procedures for school staff (002/2013) and safeguarding children in education: handling allegations of abuse against teachers and other staff (009/2014)
- Ensure that parents and carers see copies of the safeguarding (and child protection) policy and will take steps to inform new parents (at, for example, a new parent information evening or within a welcome letter) that we have a duty to share information with other agencies and referrals may be made as a child's safety is paramount.
- Keep confidential, detailed, accurate and secure written records of children where there are safeguarding concerns. These records will include:
 - Chronology of concerns
 - Concern reports and action taken feedback
 - Referrals
 - Requests for consent and the outcome
 - Meetings/phone calls/emails
- ensure that when a child leaves the College, their CP file is copied and transferred securely, but separately, from the main pupil file to the child's new establishment
- liaise with the Company Safeguarding Lead so that the DSL and the Company Safeguarding Lead can report to the governing body on safeguarding issues (not including specific safeguarding cases)
- ensure staff and volunteers have access to and understand this policy
- review this policy at least annually and will work with the pupils, The Principal, the Head of School, the Company Safeguarding Lead and Safeguarding team for this purpose ensuring that relevant parts brought to the attention of staff, parents, and students.

3.6.12 Should the child be moving to another country the DSL will endeavour to communicate any child protection issues with the relevant persons (as above)

3.6.13 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

3.6.14 It is the responsibility of the DSL to:

- Liaise with the College governor and Company Safeguarding Lead with special responsibility for safeguarding and child protection.
- Undergo appropriate training, including inter-agency training and keep up-to-date with legislation.
- Monitor the effectiveness of other policies relevant to safeguarding, together with the Principal and the Head of School. These include:
 - Alcohol, Smoking and Substance Misuse Policy
 - Anti-bullying Policy
 - CSA Policy
 - Equality and Diversity Policy
 - E-safety Policy
 - Data Protection Policy
 - Gender Policy
 - Good Behaviour and Sanctions Policy
 - Healthcare and Medical Policy
 - Information Sharing Policy
 - Policy on Conducting a Search and use of Reasonable Force
 - Prevent Policy
 - Safer Recruitment Policy
 - Staff Code of Conduct
 - Visitor Policy
 - Wellbeing Policy
 - Whistleblowing policy (located within the staff handbook)
- collaborate, when possible, with local area DSLs to share good practice
- display posters where relevant informing pupils and staff of safeguarding procedures
- collaborate with members of staff with responsibilities for PSE to ensure that children are educated with regards to Safeguarding matters and parents receive appropriate information

3.6.15 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 Company Safeguarding Lead 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

3.7 Staff

- 3.7.1 All staff have a duty to report all student concerns promptly to the DSL and DSO. All staff therefore are accountable for the safety and welfare of learners and as a result work as a wider part of the safeguarding team.
- 3.7.2 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 KLSIE and KCSIE. 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 College Secretary, Miss Cerys Williamson.

- 3.7.3 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 National 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).
- 3.7.4 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.
- 3.7.5 '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 lead (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' KCSIE 2020
- 3.7.6 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.
- 3.7.7 Staff therefore must:
- Observe and be alert to signs of abuse
 - Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the Senior Designated Lead
 - Know the role of the Designated Lead and Cardiff and the Vale of Glamorgan Regional Safeguarding Board Procedures.
 - Enquire about the progress of individual cases in which they are/have been involved.
- 3.7.8 Teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Designated Safeguarding Lead. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role, as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.
- 3.7.9 All staff may refer a suspected case of abuse directly to Cardiff Children's Services, however staff should go through the DSL and DSO at all times where possible. Details of how to do this can be found in Section 7 of this policy.
- 3.7.10 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.

3.8 Pupils

- 3.8.1 There are people at College who can help you and support you if you are upset or worried about something. You should always tell someone you trust if you are feeling this way. At College, you can speak to:
- Your Head of House (Ms Davies, Ms Downey, Ms Lawrence, Ms Williams, Mr Davies, Mr Hughes and Mr Smith)
 - Mrs Morton Head of Pastoral and Designated Safeguarding Lead
 - Mr Thomas Head of Boarding and Designated Safeguarding Officer
 - Ms Davies Head of House and Designated Safeguarding Officer
 - A Houseparent

- A Graduate Residential Assistant
 - The College Nurse – Tracy Coslett
 - The College Wellbeing Officer – Sally Wozencroft
 - A teacher
 - Any other member of staff at Cardiff Sixth Form College
 - On pastoral@csfc Google Classroom there are lists of local agencies and people you can talk to in Cardiff for help and support
- 3.8.2 Outside College you can talk to:
- A parent, a friend or another family member such as a sibling
- 3.8.3 Mrs Morton the Designated Safeguarding Lead, Mr Thomas and Ms Davies the Designated Safeguarding Officers can be found on the admin floor on the first floor of the main College building. Their email addresses and telephone numbers are also in the handbook and on posters around College and within boarding.

3.9 Parents

- 3.9.1 Parents/carers should be aware that all educational institutions have a responsibility to ensure the wellbeing of all children. This means that the College:
- Will have safeguarding and child protection policy and procedures
 - Should make parents or carers aware of its safeguarding policy through the school website, and that this may require their child or young person to be referred to the statutory welfare agencies if the College believes that the child or other children may be at risk of significant harm;
 - Should endeavour to work with parents/carers regarding, early help and the welfare concerns of their child and remain impartial if their child is being or has been referred
 - Should help parents/carers understand that if a referral is made to Cardiff Children's Services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress;
 - Keep the parents or carers informed of the welfare and educational progress of the child
- 3.9.2 If a referral is made to Cardiff Children's Services then, where appropriate to do so permission will always be sought from the parents. If the case is such that it is inappropriate to contact parents, then a referral will be made to Cardiff Children's Services anyway in order to protect and safeguard the child at risk

4.0 Signs and Symptoms of Abuse and Neglect

- 4.1 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.

4.2 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

4.3 Any concern you have about a child should always be reported to the DSL or in her absence the DSOs; every concern is noted and followed up at Cardiff Sixth Form College.

4.4 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.

4.5 There are four main types of abuse: physical, emotional, sexual and neglect: (Definitions are taken from Keeping Learners Safe, 2019)

4.6 **Physical Abuse**

4.6.1 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.

4.6.2 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.

4.6.3 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.

4.7 Sexual Abuse

- 4.7.1 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.
- 4.7.2 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.
- 4.7.3 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.
- 4.7.4 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).
- 4.7.5 Sexual abuse is not solely perpetrated by adult males as women can also commit acts of sexual abuse, as can other children.
- 4.7.6 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.
- 4.7.7 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.

4.8 Emotional/Psychological Abuse

- 4.8.1 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.
- 4.8.2 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.
- 4.8.3 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.
- 4.8.4 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.
- 4.8.5 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.

4.9 Neglect

- 4.9.1 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)
- 4.9.2 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.

4.10 Children with Additional Learning Needs and Children potentially at greater risk of harm

4.10.1 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.

4.10.2 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.

4.11 Children requiring mental health support

4.11.1 Mental health, in some cases is an indicator of a child suffering or at risk of abuse. KCSIE 2020 notes that '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'.

4.11.2 Staff should be familiar with Mental Health and Behaviour in Schools guidance.

4.11.3 The college has a Mental Health Lead (Designated Safeguarding Lead) and a Wellbeing Officer.

4.11.4 The college Safeguarding Team, Nurse, Wellbeing Officer and Heads of Houses have all received MHFA training.

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

5.1 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.**

- 5.2 Allegations of abuse may be made against a member of staff, a volunteer, a student, parent or other person connected to the College.
- 5.3 Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in Keeping Learners Safe (2019) 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.
- 5.4 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.
- 5.5 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.
- 5.6 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.
- 5.7 Detailed records will be made, which will include decisions, actions taken, and reasons for these. All records will be retained securely by the Principal.
- 5.8 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.
- 5.9 **Initial Action if you have concerns**
- 5.9.1 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.
- 5.9.2 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 DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. The DSL will contact the MASH Team for advice or direction.
- 5.9.3 The Principal and Head of School will take steps, where necessary, to secure the immediate safety of students and any urgent medical needs.
- 5.9.4 The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of students.
- 5.9.5 The Principal and Head of School may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- 5.9.6 Consideration will be given throughout to the support and information needs of students, parents and staff.
- 5.9.7 Should the allegation of abuse concern the DSL the member of staff should inform the Company Safeguarding Lead.

- 5.9.8 Should the allegation be against the Principal and/or the Head of School the DSL will immediately inform the nominated governor without the Principal and/or the Head of School being informed first. If an allegation is made against the governor this should be reported to the Principal, or in his absence the Head of School, who will discuss the issue with the DSL and the Company Safeguarding Lead. If the allegation is made against the Company Safeguarding Lead, this should be reported to the Principal, or in his absence the Head of School, who will discuss it with the DSL and Safeguarding Governor. In the event of serious harm or a crime being committed, the police will always be notified from the outset.
- 5.9.9 The DSL, Principal, Head of School, governor or Company Safeguarding Lead will refer 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, 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.
- 5.9.10 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, the DSL, the Principal, the Head of School, the Company Safeguarding Lead and the nominated governor will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.
- 5.9.11 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 Principal, or in his absence the Head of School 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 Principal and/or the Head of School 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.
- 5.9.12 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.
- 5.9.13 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.
- 5.9.14 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. In the case of student-on-student abuse which the College has reported to the MASH Team and which the MASH Team or statutory child protection authority decides to investigate further, the matter will be dealt with under the College's Good Behaviour and Sanctions Policy after discussion with the MASH Team.
- 5.9.15 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 (2019) relating to reporting restrictions identifying teachers who are the subject of allegations from students.

5.10 Support

- 5.10.1 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.
- 5.10.2 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.

5.11 Action to be taken against the accused

- 5.11.1 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 Principal and/or the Head of School in his absence (or the nominated governor 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.
- 5.11.2 It may be necessary to undertake a further investigation to determine the appropriate action.
- 5.11.3 If so, the MASH Team will discuss with the Principal, or in his absence the Head of School 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.

5.12 Suspension

- 5.12.1 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.
- 5.12.2 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.

5.13 Criminal proceedings

- 5.13.1 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.
- 5.13.2 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.

- 5.13.3 In accordance to KCSIE 2020, paragraph 164 and 165, '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' Also, in light of this new guidance, '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
- 5.13.4 Under Section 1.9 Key Statutory and Non-Statutory Guidance, please can you under 'Mental health and behaviour in schools: Departmental advice for school staff March 2016' also add in, 'Responding to issues of self-harm and thoughts of suicide in young people' Guidance for teachers, professionals, volunteers and youth services Guidance document no:249/2019 September 2019'
- 5.13.5 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.
- 5.13.6 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 nominated safeguarding governor will also be informed.
- 5.13.7 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.
- 5.13.8 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 lead will be happy to offer advice to any staff members regarding this and involve Cardiff Children's Services as appropriate.
- 5.13.9 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 DSL straight away and the police would be informed as necessary.
- 5.13.10 Further information, including information sharing in these instances can be found within the Welsh Government Circulars:
- 002/2013: Disciplinary and Dismissal Procedures for School Staff
 - 009/2014: Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff

5.14 Return to work

- 5.14.1 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.

5.15 Ceasing to use staff

- 5.15.1 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.
- 5.15.2 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.
- 5.15.3 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.
- 5.15.4 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.

5.16 Resignation

- 5.16.1 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.

5.17 Timescales

- 5.17.1 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.

5.18 Unfounded or malicious allegations

- 5.18.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal, and/or the Head of School will consider whether to take disciplinary action in accordance with the College's behaviour and discipline policy.
- 5.18.2 Where a parent has made a deliberately invented or malicious allegation the Principal, and/or the Head of School 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.

- 5.18.3 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.
- 5.18.4 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.

5.19 **Record keeping**

- 5.19.1 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.
- 5.19.2 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.

6.0 Recruitment, General Supervision and Code of Conduct

- 6.1 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.
- 6.2 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.
- 6.3 The College must ensure that there are sufficient staff (in the appropriate male/female balance) to run all activities.
- 6.4 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.
- 6.5 All College staff should respect children and young people at all times regardless of their sex, ethnicity, disability or sexual orientation.
- 6.6 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.
- 6.7 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.
- 6.8 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.
- 6.9 All members of College staff should re-direct excessive attention-seeking behaviour into positive activity where possible.
- 6.10 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.
- 6.11 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.
- 6.12 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.
- 6.13 No male member of staff may enter an all-female room/dressing room etc. or vice versa.
- 6.14 All College staff should report disclosures or concerns to the Designated Safeguarding Lead
- 6.15 College staff should never trivialise child abuse issues.

- 6.16 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.
- 6.17 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.
- 6.18 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.
- 6.19 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.
- 6.20 Corporal punishment is strictly prohibited at Cardiff Sixth Form College and all staff are aware of this fact.
- 6.21 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.
- 6.22 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.

7.0 Dealing with Disclosures

- 7.1 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 a welfare agency within 24 hours. **Failure to report concerns would be classed as misconduct**. A quick read flow diagram can be found on reporting a concern in Appendix D of this policy.
- 7.2 **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 DSL**. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated safeguarding lead or, in their absence, the designated safeguarding officer/ Principal/Head of School prior to any discussion with parents.
- 7.3 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 Lead, or in her absence the Designated Safeguarding Officer/s.

7.4 Responding to a Disclosure

- 7.4.1 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.
- 7.4.2 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.
- 7.4.3 Such information cannot remain confidential and staff will immediately communicate verbally what they have been told to the Designated Safeguarding Lead 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 DSL will give guidance on completing this, if needed.
- 7.4.4 During a conversation with a pupil, you must:
- 7.4.4.1 **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?”
- 7.4.4.2 **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
- 7.4.4.3 **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?”
 - 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 lead immediately
- 7.4.4.4 **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

7.4.4.5 Support

- Make sure that you continue to support the student
- Get some support for yourself, without disclosing confidential information about the student to colleagues.

7.4.5 The Designated Safeguarding Lead 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.

7.4.6 Following any information raising concern, the designated safeguarding lead will consider:

- Any urgent medical needs of the child.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Educational Social Worker service, Social Care, Police (if a criminal matter)
- The child's wishes.

7.4.7 Then decide:

- Wherever possible, to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment (e.g. Common Assessment Framework) and/or make a referral for other services.

7.4.8 All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

7.5 Making a Referral

7.5.1 The guidance from Keeping Learners Safe places the responsibility of making decisions regarding referrals with the College's designated safeguarding lead.

7.5.2 At Cardiff Sixth Form College we stress that anyone can make a referral, however staff should go through the Designated Safeguarding Lead or Designated Safeguarding Officer whenever this is possible.

7.5.3 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.

- 7.5.4 The early signs of abuse and neglect must be acted on, clear records kept, the views of the student listened to and the situation monitored carefully so that original concerns are regularly reassessed and any inaction challenged with the appropriate agency or person.
- 7.5.5 The Cardiff and the Vale of Glamorgan Regional Safeguarding Board has full procedures on their website at <http://www.cardiffandvalersb.co.uk> Their advice about making referrals is set out below; please note that in the majority of cases it would be the Designated Safeguarding Lead making these referrals.

7.6 How to refer a child / children if you are concerned about their safety

- 7.6.1 Contact Cardiff Children's Services via the Children's Access Point on: **029 2053 6490**
- 7.6.2 Or out of office hours the emergency duty team on: **029 2078 8570**
- 7.6.3 Cardiff Children's Services will also offer advice to agencies and professionals: for example, where they:
- are not sure at which level the child is within the definition of 'need', as defined by the Multi Agency Threshold Guidance;
 - feel they would benefit from advice whilst undertaking a Common Assessment Form (CAF);
 - need guidance and consultation in respect of a child with whom they are working, having completed a CAF which has identified the child's needs but consider that insufficient progress is being made in addressing these needs.

7.7 Action following a child protection referral

- 7.7.1 The designated safeguarding lead or other appropriate member of staff will:
- Make regular contact with Children's Access Point / Emergency Duty Team, making a referral and completing a follow-up MARF CP1 form within 48 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.
- 7.7.2 The Designated Safeguarding Lead will also give feedback where possible to the staff member who reported the case.
- 7.7.3 The Designated Safeguarding Lead 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.
- 7.7.4 All Child Protection documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. These records are held securely in a locked filing cabinet and are only accessible to the DSL and the DSOs. Any request for transfer of records transferred to any College or setting the student moves to, clearly marked ‘Child Protection, Confidential, for attention of Designated Safeguarding Leads’ in line with our current ‘Sharing Information Policy’.
- 7.7.5 A student going missing from an education setting is a potential indicator of abuse or neglect. Members of Staff should inform the Designated Safeguarding Lead of any student who goes missing, particularly on repeat occasions. The Designated Safeguarding Lead will then act to identify any risk of abuse and neglect, including sexual abuse, exploitation or radicalisation.
- 7.7.6 We will retain all original copies of Child Protection files until the student’s 25th birthday.

8.0 Dealing with Disclosures of Peer to Peer Safeguarding Allegations

- 8.1 This section of the policy should be read in conjunction with the College Anti-Bullying Policy and the College E-Safety Policy.
- 8.2 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.
- 8.3 Abuse by children and young people should be treated seriously and should always be referred to children’s services and/or the police.
- 8.4 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).
- 8.5 Staff members need to identify when relationships between children are coercive, inappropriate or exploitative.
- 8.6 The needs of children and young people who abuse other children should be considered separately from the needs of their victims, and a referral by the DSL 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.
- 8.7 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.
- 8.8 The DSL 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 referral the DSL 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.
- 8.9 The DSL 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.
- 8.10 The DSL will also consider if other pupils in school are at risk
- 8.11 If the DSL 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.
- 8.12 Careful and accurate notes of all conversations, correspondence and actions should be made throughout by the DSL and kept according to GDPR guidance.
- 8.13 In light of guidance published in KCSIE 2020, the College will educate staff and students on the act of 'upskirting' (now a criminal offence) which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttock to obtain sexual gratification, or cause the victim humiliation distress or harm. In cases where 'upskirting' has occurred the DSL should be notified immediately and College safeguarding procedures will be followed.

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

- 9.1 All College staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. According to KCSIE 2020, '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'.
- 9.2 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'.
- 9.3 In addition the All Wales Practice Guide on 'Safeguarding children from Child Criminal Exploitation (CCE)' should be referred to

10.0 E-Safety

- 10.1 This section of the policy should be read in conjunction with the College E Safety Policy and the College Anti-Bullying Policy.
- 10.2 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.
- 10.3 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 DSL. The DSL is a CEOP Ambassador and conducts training with staff on awareness of e-safety issues in light of this and recommendations from guidance, 'Teaching Online Safety in School' June 2019 are implanted through the College PSE programme.
- 10.4 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.

- 10.5 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 programme, along with linking to the pastoral monthly themes and subsequent guest speaker programme, along with helplines being 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. 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. 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.
- 10.6 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 consent to use their child's image 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;
- 10.7 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). Encourage pupils to tell us if they are worried about any photographs that are taken of them but if you are aware that there are images it is not your duty to investigate. Ask the student/s involved to save the images and report to the DSL. The same applies to videos. The College E-Safety Policy has details of useful questions to ask students if they are in trouble online based on Welsh guidance.
- 10.8 Additional information on how to support keeping children safe online when they are learning at home is now available within Annex C of KCSIE 2020.

10.9 E-Safety staff training

- 10.9.1 Our staff receive regular information and training on e-Safety and how they can promote the 'Internet Safety' online message:
- 10.9.2 The DSL 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
- 10.9.3 New staff receive information on the College's ICT acceptable use policy as part of their induction
- 10.9.4 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
- 10.9.5 All staff are encouraged to incorporate e-Safety activities and awareness within their curriculum areas
- 10.9.6 All pastoral staff will have CEOP training through the DSL in order to keep up-to-date with online safety issues

10.10 Monitoring of E-Safety

- 10.10.1 The DSL, with the Operations Manager, is responsible for monitoring the use of the internet and will keep an e-Safety incident log to identify trends or specific concerns.
- 10.10.2 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

11.0 Female Genital Mutilation (FGM)

- 11.1 The All Wales Protocol 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.
- 11.2 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.
- 11.3 Staff should be alert to possible signs and 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;
 - A student may talk about a long holiday to her country of origin or another country where the practice of FGM is prevalent, 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.
- 11.4 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.
- 11.5 It is a statutory requirement 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). Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. The College's Designated Safeguarding Lead will be happy to give any advice to staff regarding this and involve Cardiff Children's Services as appropriate.

- 11.6 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
- 11.7 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).

12.0 Forced Marriage and Honour Based Violence

- 12.1 The Anti-Social Behaviour, Crime and Policing Act (2014) made it a criminal offence in England, Wales and Scotland to force someone to marry.
- 12.2 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)

12.3 Breaching a Forced Marriage Protection Order

- 12.3.1 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 Lead know immediately.
- 12.3.2 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 referral 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

12.3.3 The 'Multi-agency Practice Guidelines: Handling Cases of order Marriage' can be referred to for more guidance. Also, the Forced Marriage Unit has a telephone line and email: 020 7008 0151 fm@fco.gov.uk

13.0 Gender based violence, domestic abuse and sexual violence (VAWDASV) - Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

13.1.1 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.

13.1.2 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 are empowered and helped to disclose their experiences;

13.1.3 Monitoring in relation to violence against women, domestic abuse and sexual violence may include:

- Implementation of age appropriate PSE 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

13.2 The DSL 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 follow the reporting procedures outlined in section 7 of this policy.

13.3 Any staff, parents, pupils who are concerned about violence against women, domestic abuse and sexual violence should 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).

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.

14.2 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.

14.3 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 'Creating Safe Learning Communities: Revised Guidance in Wales' (August 2015) and 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 DSL. 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.

14.4 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

14.5 The DSL and Designated Safeguarding Officer, Gethin Thomas are trained WRAP providers who deliver staff training on an annual basis for all staff with regard to radicalisation.

14.6 The College is also part of the South and Central Wales FE Prevent Forum and accesses services and guidance as and when required.

14.7 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.

14.8 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).

15.0 Grooming and Entrapment

15.1 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”.

15.2 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.

15.3 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.

15.4 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.

- 15.5 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.
- 15.6 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.
- 15.7 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
- 15.8 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 Lead immediately.

16.0 Child Sexual Exploitation (CSE)

- 16.1 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 also important to

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

- 16.2 The All Wales Practice Guide on ‘Safeguarding children from child sexual exploitation (CSE)’ can be referred to for guidance and further information can also be found in Annex A of KCSIE 2020.

17.0 Child Trafficking and Modern Slavery

- 17.1 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.
- 17.2 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.
- 17.3 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.
- 17.4 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.

18.0 Abuse of positions of trust

- 18.1 Legislation: Sexual Offences Act 2003 (came into force 1 May 2004)
- 18.2 N.B. The legislation uses ‘he’ throughout but applies equally to males and females.
- 18.3 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.
- 18.4 *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)
- 18.5 The offence includes all children under 18.
- 18.6 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.
- 18.7 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.

18.8 Section 21 Positions of trust

- 18.8.1 ‘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.

18.9 Section 23 Marriage exception

- 18.9.1 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.

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

- 18.10.1 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.

19.0 Child Missing from Education

- 19.1 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.
- 19.2 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.
- 19.3 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.

20.0 Host families

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

21.0 Looked after children (LAC)

- 21.1 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).
- 21.2 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.
- 21.3 The designated person for looked after children at Cardiff Sixth Form College is the Head of Pastoral and Designated Safeguarding Lead.
- 21.4 Every child is allocated a key worker before they start and this is no different for a looked after child. The Designated person will ensure the key worker has the information, support and training necessary to meet the looked after child's needs.

- 21.5 The Designated person and the key worker will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- 21.6 The contact for LAC in Wales is: Sean O’Neil, Policy Director
E-mail - Sean.Oneill@childreninwales.org.uk

22.0 Protective Behaviours

- 22.1 Students through guest speakers, the pastoral programme and PSE self-directed study via guides made available through Google Classroom can address issues regarding ‘Protective Behaviours’.
- 22.2 Students are therefore 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.

23.0 Secure College Premises

- 23.1 The College will take all practicable steps to ensure that College premises are as secure as circumstances permit.
- 23.2 Visitors Books – The College keeps a visitor’s book on Reception. All visitors must sign in on arrival and sign out on departure and are escorted on College premises by a member of staff or senior student. All visitors will be given a visitor’s badge, which must be clearly displayed and worn at all times whilst on the College premises. Staff are asked to challenge any person on the College site who they do not recognise and to refer them to Reception. ID checks will be made on all visitors to the College site. Please refer to the College Visitor Policy.
- 23.3 Student accommodation – All visitors to student accommodation must report to the duty member of staff immediately on arrival, and must sign in the appropriate book.

24.0 Good Practice and Promoting awareness

- 24.1 The College must ensure that the site is a clean and safe environment for all students.
- 24.2 All staff must have easy access to an up-to-date copy of the Child Protection and Safeguarding Policy.
- 24.3 The College must ensure that all accidents are accurately logged in an ‘accident book’ with the Health and Safety Officer.
- 24.4 The College must ensure that it has an accurate and up-to-date database detailing contact numbers and medical information. These databases are confidential and stored safely and the nurse on a ‘needs to know’ basis shares information in order to ensure the safety of learners.
- 24.5 The College must ensure that there are regular safety audits of all equipment (first aid kits, fire extinguisher, telephones, etc.) and practise the fire drill. See the College Health and Safety Policy.
- 24.6 The College must ensure that a responsible adult is on site when students arrive in the teaching buildings and ensure the full safety of students whilst on site.
- 24.7 On the College registration form students will be asked if they consent for photographs, or recordings to be taken for different uses including: use in the students’ individual student profile, for display purposes, for promotional materials including the Cardiff Sixth Form College website, the College’s

prospectus and for use in the local press. Guidance on use of phone and other camera or video recording devices is to be found in ICT Acceptable Use Policy.

- 24.8 The College's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students. 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. We expect all the teaching and health and wellbeing staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that students always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.
- 24.9 Students have access to PSE, through self-study guides and a guest speaker programme as part of the College's pastoral programme to discuss and raise awareness of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. The pastoral programme is used to promote tolerance and mutual respect and understanding. In addition to this, the College has a buddy and wellbeing officer scheme and these learners operate as anti-bullying champions.
- 24.10 All students know that there are adults to whom they can turn to if they are worried. This is made clear to them via student induction, the College handbook and noticeboards and Google Classroom. If the College has concerns about a student, there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.
- 24.11 Our support to students includes the following:
- All students have access to a telephone helpline enabling them to call for support in private.
 - We have a confidential dedicated e-mail for students to discuss concerns they may have.
 - Posters giving 'where to find help' guidance are displayed throughout the College buildings.
 - We provide leadership training to students in positions of responsibility, which specifically covers child protection issues and the importance of offering support and assistance to other perhaps, more vulnerable students.
 - We provide presentations to students on e-safety and ensure that all students understand and adhere to the College's guidelines in this area. This includes guidance on educating students to stay safe including e-safety and online protection. For more details on cyber-bullying, please refer to the College's anti-bullying policy. In addition to this, students have direct access to guides and information regarding a number of key issues, including the HWB E-Safety Zone resources in order to ensure that they recognise when views are of a radical nature in light of the government's Prevent agenda.

25.0 Evaluation of Child Protection Procedures

- 25.1 The College monitors and evaluates its safeguarding policy and procedures through the following activities:
- Nominated governor visits the College;
 - Senior management team discussion sessions with students and staff
 - Student questionnaires
 - Frequent scrutiny of attendance data
 - Regular analysis of a range of risk assessments
 - Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the College [e.g. sufficient account must be taken of the nature, age range and other significant features of the College, such as historical issues, in the provisions made for safeguarding].
 - Logs of bullying and/or racist behaviour incidents are reviewed regularly by the DSL

- Regular review of concerns and complaints
- Regular review of training offered to staff in light of historical safeguarding and child protection themes; including e-safety training

Appendix A - Contact Details

Designated Safeguarding Lead

Mrs Lisa Morton

Telephone – 029 2049 3121 ext. 251

Mobile – 07554 957178

E-mail – lisa.morton@ccoex.com

Designated Safeguarding Officers

Miss Alanna Davies

Telephone – 029 2049 3121 ext. 275

Mobile – 07776 419599

E-mail – alanna.davies@ccoex.com

Mr Gethin Thomas

Telephone –

029 20493121 etc. 251

Mobile – 07776 419599

Email – gethin.thomas@ccoex.com

Company Safeguarding Lead

Mr Paul Ludlow

Telephone – 07584 012130

Email – paul.ludlow@dukeseducation.com

Nominated Governor for Safeguarding

Tim Fish

Telephone – 07803 935 385

Email – tim.fish@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)

csmash@cardiff.gov.uk

iandaglobalcs@cardiff.gov.uk

For allegations of abuse made against staff members. The referral must be made within one working day

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

ICTA (Independent Child Trafficking Advocates Service) can be contacted on 0800 043 4303

Care Inspectorate Wales – 0300 7900 126

ISI - 020 7600 0100

Estyn - 029 2044 6446

NSPCC 24-hour helpline - 0800 800 5000

NSPCC Cardiff - 029 2010 8080

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

Childline - 0800 1111

National College for Teaching and Leadership - 0345 609 0009

Children's Commissioner for Wales – 0800 801 1000

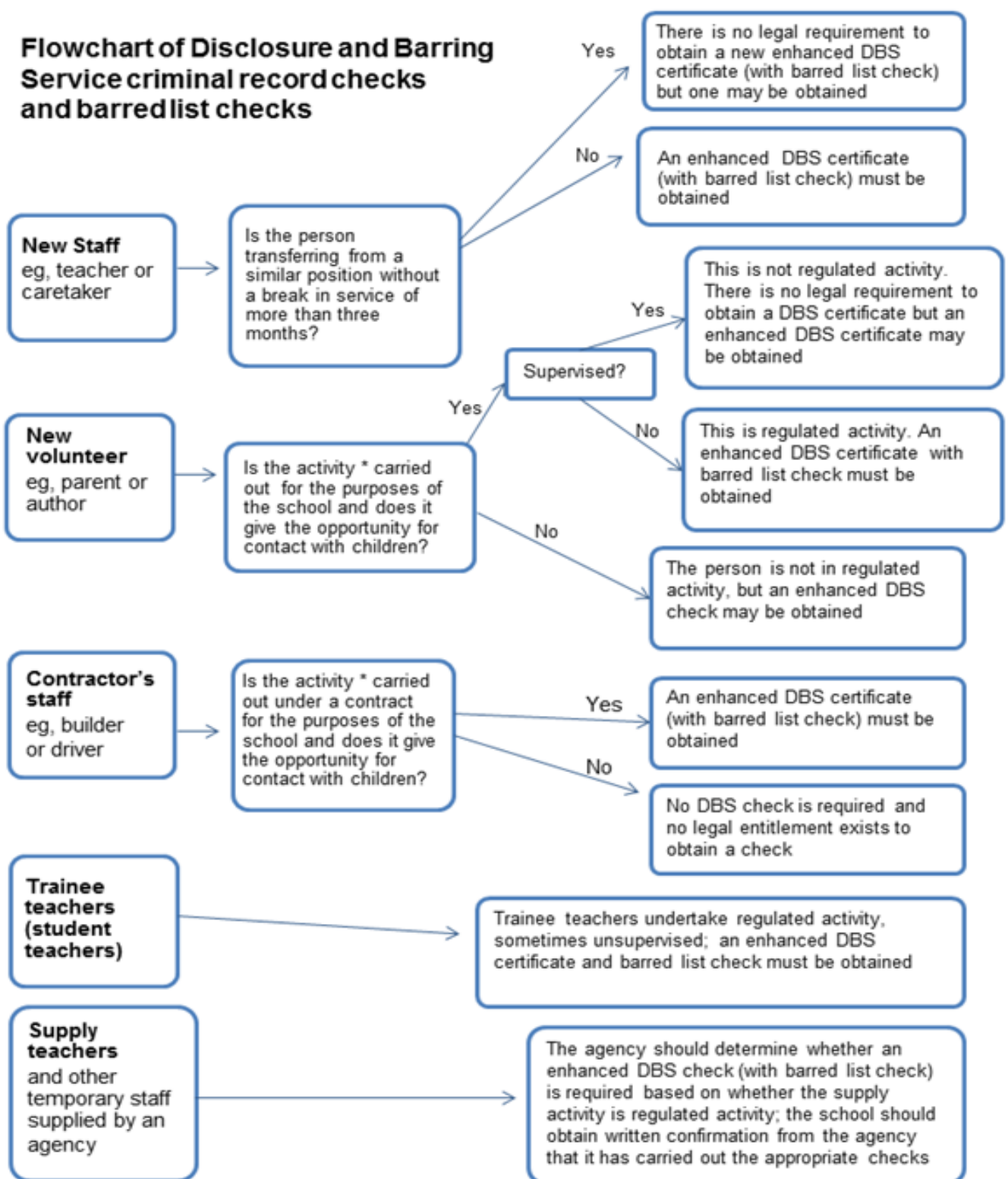
Children and Adolescent Mental Health Service (CAMHS) – 029 2053 6730

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:

- 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

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 Lead.

Time and date passed to DSL: _____
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 Alanna Davies or Gethin Thomas in Lisa's absence (07776 419599) immediately (Please note if the concern involves the safeguarding team; the Company Safeguarding Lead must be informed). Should the allegation be about the Principal and/or the Head of School the DSL will immediately inform the nominated governor and Company Safeguarding Lead without the Principal's and/or Head of School's knowledge. If an allegation is made about the 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 DSL 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 referral 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