

# **SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES**

**2023/24**



## **SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES**

### **Responsibility**

**SMT member: Designated Safeguarding Lead and Deputy  
Designated Safeguarding Lead  
(For details see Appendix 2)**

**Together with: All Staff**

### **Aim**

Hereford Sixth Form College

trigger a response when required which means they are able to respond to a child's needs quickly and effectively.

In the case of a student living outside of Herefordshire the appropriate local safeguarding children partnership board's guidance and referral process will be accessed, referred to and followed in order to report safeguarding and child protection concerns to the appropriate children's social care team/safeguarding partnership.

The College is aware that they will also may have vulnerable adults who we may need to support to keep them safe from harm and significant harm.

The Care Act 2014 informs us of the safeguarding duties which apply to an adult who is over 18 years of age, who:

Has needs for care and support (whether or not the local authority is meeting any of those needs); and

Is experiencing, or at risk of, abuse or neglect; and

As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

(Source: [Care and support statutory guidance](#) page 229)

Thus all adult students who meet the above criteria may be defined as an Adult at Risk.

In circumstances where there is concern that this adult may be at risk of harm or significant harm, advice and an appropriate referral may be made to the Herefordshire Safeguarding adult board for support and action or the Adult safeguarding board in the local authority in which that young person resides. A link to the Herefordshire Safeguarding Adult board website is detailed below:

[Herefordshire Safeguarding Adults Board](#)

It is important for guidance that this policy is read in conjunction with the Code of Conduct for Staff and other key safeguarding related policies which are detailed at the end of this Policy. Copies of related policies are available for staff to access through the [Staff Portal](#). **Staff development includes an understanding of the expectations, applicable roles and responsibilities (inc in relation to filtering and monitoring) at induction with at least, annual updates.**

## **Policy Scope**

Throughout this policy, reference is made to "children and young people". This term is used to mean "those under the age of 18" but the governing body recognises that some adults are also vulnerable to abuse as detailed above.

The Working Together to Safeguard Children Guidance Policy 2018 (<https://www.gov.uk/government/publications/working-together-to-safeguard-children>)

a consistent approach and a standard of good practice in safeguarding and promoting the welfare of children and will be fully regarded when carrying out Hereford Sixth Form College

### **Safeguarding Adults at risk**

The College is committed to working together with other professionals and agencies in promoting and safeguarding adult students at risk and their welfare and safeguarding them from abuse and neglect.

Adults' safeguarding legislation and government guidance says that with regard to adults at risk safeguarding means:

Stop abuse and neglect wherever possible;  
Prevent harm and reduce the risk of abuse or neglect to adults with care and support needs;  
Safeguard adults in a way that supports them in making choices and having control about how they live; and  
Promote an approach that concentrates on improving life for the adults concerned. (*Care Act 2014*).

### **The Role of the Local Governing Board**

The Local Governing Board is committed to ensuring that the College:

provides a safe environment for children and young people to learn in;  
identifies children and young people who are suffering, or likely to suffer, significant harm;  
takes appropriate action to see that such children and young people are kept safe, both at home and at the College.

In pursuit of these aims, the Local Governing Board will receive an annual monitoring safeguarding report from the designated safeguarding lead and approve and annually review the Safeguarding and Child Protection Policy and Procedures with the aim of:

raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the College;  
aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns;  
establishing procedures for reporting and dealing with low level concerns regarding staff and managing allegations of abuse against members of staff;  
ensuring the safe recruitment of staff.

In developing the Safeguarding and Child Protection Policy and Procedures, the Local Governing Board has taken account of guidance issued by the Department for Education, government legislation and information released by other relevant bodies and groups. The procedures have been developed in co-operation with the Herefordshire Safeguarding Children Partnership and Herefordshire Safeguarding Adults Board. The College will refer concerns that a child/young person may be in need or may be at risk of significant harm to



referral, complaint or concern (even where that concern does not lead to a referral). These records will be kept in a secure designated area; ensuring that parents of children and young people within the College are aware of the College



Gemma Cosgrove-Ball (Lead Tutor)  
Jane McDonnell (Lead Tutor)  
Jade Finney (Lead Tutor)  
Trish Donnelly (Lead Tutor)  
Pippa Denman (Head of Learning Support).

John Pratt is the Single Point of Contact for the Prevent Duty and is a member of the Herefordshire Channel Panel and represents the four post-16 colleges at the Herefordshire Prevent Steering Committee.

The Deputy Designated Safeguarding Leads:

- work with and reports to the designated safeguarding lead with regards to their safeguarding work within the college;
- know how to make an appropriate referral to the local safeguarding Children Partnership or to the Local Safeguarding Adults Board and make these referrals as appropriate when managing safeguarding and child protection concerns for students;
- refer cases to the Channel Programme where there is a concern of radicalisation in collaboration with the Designated Safeguarding Lead/ Single Point of Contact for Prevent;
- contribute to maintaining a log of all initial reports of safeguarding and child protection concerns (even when these concerns do not lead to a referral) and any referrals made. These records are kept in a designated secure area;
- are available to provide advice and support to other staff on issues relating to safeguarding children and young people;
- have particular responsibility to be available to listen to children and young people studying at the Col-ole;

### ***Designated Governor***

The local governing body at Hereford Sixth Form College has nominated a named Governor to have special responsibility for safeguarding children and young people's issues, ***Danielle Thompson***.

The Designated Safeguarding Lead holds the Designated Governor's contact details.

The Designated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over matters regarding safeguarding children and young people at the College







Support can be accessed through the Safeguarding and Pastoral Support Manager or College Counselling service. Immediately talk to the student's Lead Tutors or to the Safeguarding and Pastoral Support Manager/Deputy Designated Safeguarding lead if they are not available to pass on the concerns and your record of the concerns raised.

### **Early help and the Early Help Assessment**

It is most important that children/young people who are in need of extra services are identified early and helped before things reach crisis point and provide early help. Early help means providing support as soon as the problem emerges at any point in a child's life.

The College works with a range of early help agencies and has access to internal early help services also including counselling services, a student mental health and well being advisor, college chaplain and physical wellbeing manager. The College has an early help offer which can be accessed on the college website.

The Early Help Assessment (EHA) is a process to support the child/young person and their family, identify what help and support is needed and enables a co-ordinated family support plan to be drawn up. The EHA covers all aspects that affect a child's development from health, education and social development, through to housing and family relationships. The Lead Tutors or Safeguarding and Pastoral Support Manager will consider in each case whether undertaking an EHA would be appropriate to support the student with safeguarding issues and concerns identified. This will be monitored by the Designated Safeguarding Lead on a weekly basis. More information on instigating an EHA with the Herefordshire Safeguarding Children's Partnership is available by accessing the following link:

[Early help for families - Herefordshire Safeguarding](#)

guidance which supports the resolution of case disagreements and further information and guidance regarding this process can be accessed via the West Mercia procedures for resolution of disagreements with professionals which can be accessed via the following link:

### **Professional Differences Policy Multi-Agency Resolution Protocol/Guidance - New June 2020**

#### **Information Sharing**

Research and experience have shown that keeping children/young people safe from harm requires professionals and others to share information about a child/young person's health and development, and exposure to possible harm. It is therefore important that, should a member of staff have concerns regarding a child/young person's welfare, the student's Lead Tutors or the Safeguarding and Pastoral Support Manager is informed in order to ensure that support is given to the child/young person in a timely manner.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

Government guidance with regards to information sharing can be accessed through the following link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

#### **Reporting and dealing with an allegation against a member of staff, a Governor or a volunteer**

##### **Allegations that meet the harms threshold:**

Staff, governors and volunteers should be aware that abuse is a serious matter that can lead to a criminal conviction. Should concerns arise regarding any allegation of abuse by a staff member Part 5 of the statutory guidance: **Keeping Children Safe in Education (Sept 2023)** must be followed and the specific local safeguarding children's Partnership guidance initiated.

If a member of staff has any concerns with regards to the conduct of another member of staff, they should consult the College Whistle Blowing Policy and Procedures for guidance. These procedures are intended to provide a structure for the handling of allegations of suspected malpractice by members of staff of the College.

##### **The principal guidelines in dealing with any allegation against a member of staff, a Governor or a volunteer are as follows:**

1. All allegations of abuse of students by staff, governors or volunteers will be taken seriously and treated in accordance with the local safeguarding children Partnership procedures in line with the statutory guidance: Keeping Children Safe in Education (2023). Herefordshire





## 9. Hereford Sixth F -Dm

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or beh



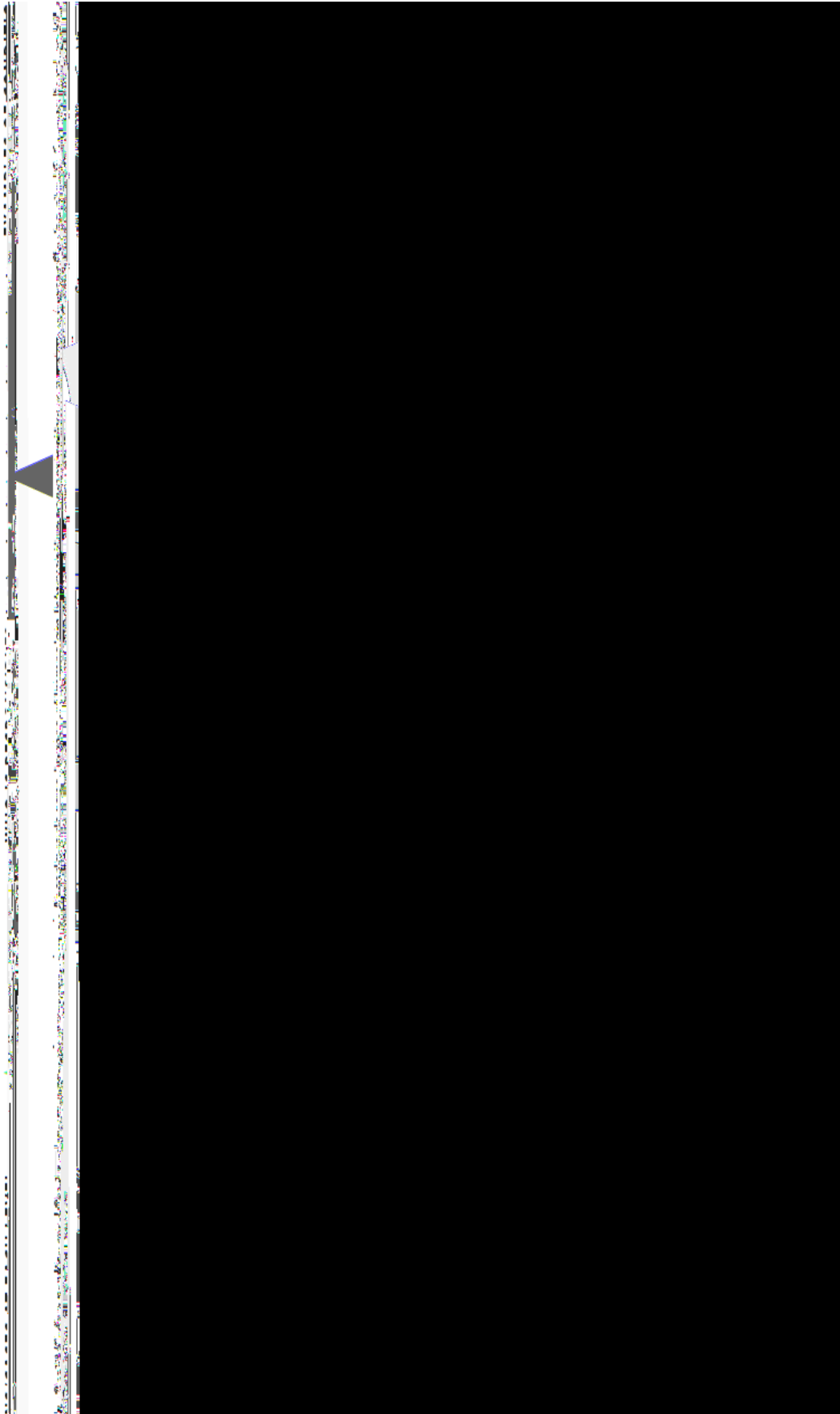
of the restrictions of their employment until the check has been received which could be one or more of the following:



Work Experience Policy and Procedures  
Tutorial Policy and Procedures  
Exclusion Policy and Procedures  
Student behaviour, absence and review Policy and Procedures  
Anti-bullying and Harassment Policy and Procedures  
Health, Well-being and Fitness to study Protocol  
Run, Hide, Tell Procedures

**Dafodil and Safeguarding Support at Hereford Sixth Form College**

RESPONSES TO STUDENT SUPPORT AND WELFARE



## DESIGNATED PERSONS WITH RESPONSIBILITIES FOR SAFEGUARDING AND CHILD PROTECTION ISSUES

### Designated Safeguarding Lead:

John Pratt  
Telephone Ext: 224  
Email: [jpp@hereford.ac.uk](mailto:jpp@hereford.ac.uk)

### Deputy Designated Safeguarding Leads:

Matt Bunston  
(Safeguarding and Pastoral Support Manager)  
Tel Ext: 234  
Email: [matt.bunston@hereford.ac.uk](mailto:matt.bunston@hereford.ac.uk)

Phil Tranter (Vice Principal)  
Tel Ext: 240  
Email: [pjt@hereford.ac.uk](mailto:pjt@hereford.ac.uk)

Gemma Cosgrove-Ball (Lead Tutor) [g.cosgrove-ball@hereford.ac.uk](mailto:g.cosgrove-ball@hereford.ac.uk)  
Jane McDonnell (Lead Tutor) [j.mcdonnell@hereford.ac.uk](mailto:j.mcdonnell@hereford.ac.uk)  
Jade Finney (Lead Tutor) [j.finney@hereford.ac.uk](mailto:j.finney@hereford.ac.uk)  
Trish Donnelly (Lead Tutor) [t.donnelly@hereford.ac.uk](mailto:t.donnelly@hereford.ac.uk)  
Tel Ext: 238

Pippa Denman (Head of Learning Support) [p.denman@hereford.ac.uk](mailto:p.denman@hereford.ac.uk)  
Tel Ext: 204

### **Nominated Governor:**

- Danielle Thompson [d.thompson@hereford.ac.uk](mailto:d.thompson@hereford.ac.uk)

### **Designated lead teacher with responsibility for children looked after/care leaver:**

- Helen Osborn (Academic Progress Manager)  
[hmo@hereford.ac.uk](mailto:hmo@hereford.ac.uk)

### **Single Point of Contact for Prevent (SPOC) is:**

- John Pratt









## **Further information on Preventing Radicalisation**

The Counter–Terrorism and Security Act 2015 places a duty on Sixth Form Colleges to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the Prevent Duty.

The Lead Tutors for Operational delivery of Prevent - related duty (See Appendix 1) is the single point of contact for Prevent and is a member of the Local Authority Prevent Panel.

A separate Prevent Strategy has been compiled to encompass our responsibilities with regards to the Prevent Duty and can be accessed on the College VLE (Staff Policies and Procedures: Safeguarding - Prevent Strategy).

Children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part the colleges safeguarding approach.

Extremism - is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Young people and vulnerable groups may be particularly targeted by groups who may promote violent extremist activity.

Indicators of vulnerability may include:

identity crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society

personal crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging

personal circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

unmet aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life





harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see paragraphs 33-35 of KCSIE 2023)

There are certain factors as outlined in Keeping Children Safe in Education 2023 which may increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment a











## **Assessing the risks**

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL/DDSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following should be considered:

why was the imagery shared?

was the young person coerced or put under pressure to produce the imagery?

who has shared the imagery?

where has the imagery been shared?

was it shared and received with the knowledge of the pupil in the imagery?

are there any adults involved in the sharing of the imagery?

what is the impact on the young people involved?

do the young people involved have additional vulnerabilities?

does the young person understand consent?

has the young person taken part in this kind of activity before?

## **Searching devices, viewing and deleting imagery:**

### **Viewing the imagery**

College staff should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what DSL/DDSL have been told about the content of the imagery.

If a decision is made to view imagery, the DSL/DDSL would need to be satisfied that viewing:

is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)

is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report

is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

discuss the decision with the Principal

ensure viewing is undertaken by the DSL/DDSL or another member of the safeguarding team with delegated authority from the Principal

ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team.

This staff member does not need to view the images

wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or a member of the senior leadership team's office

wherever possible ensure that images are viewed by a staff member of the same sex as the young person in the imagery

record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all colleges and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been, or could be, used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only)

Detailed information and specific advice about dealing with incidences of Youth produced sexual ima

definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the







### **Inter-familial harm**

The College recognises the potential harm to siblings following incidents of abuse and the DSL or the Safeguarding and Pastoral Support Manager will share concerns with other agencies, as appropriate.

### **Further information regarding Mental Health**

All staff are 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 diagnosis of a mental health problem. However, college staff 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.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action and report appropriately to access early help/external agency support.

The College's Mental Health Lead and Student Mental Health and Well-Being Advisor is Rosie Webley Tel Ext: 222 [r.webley@hereford.ac.uk](mailto:r.webley@hereford.ac.uk)

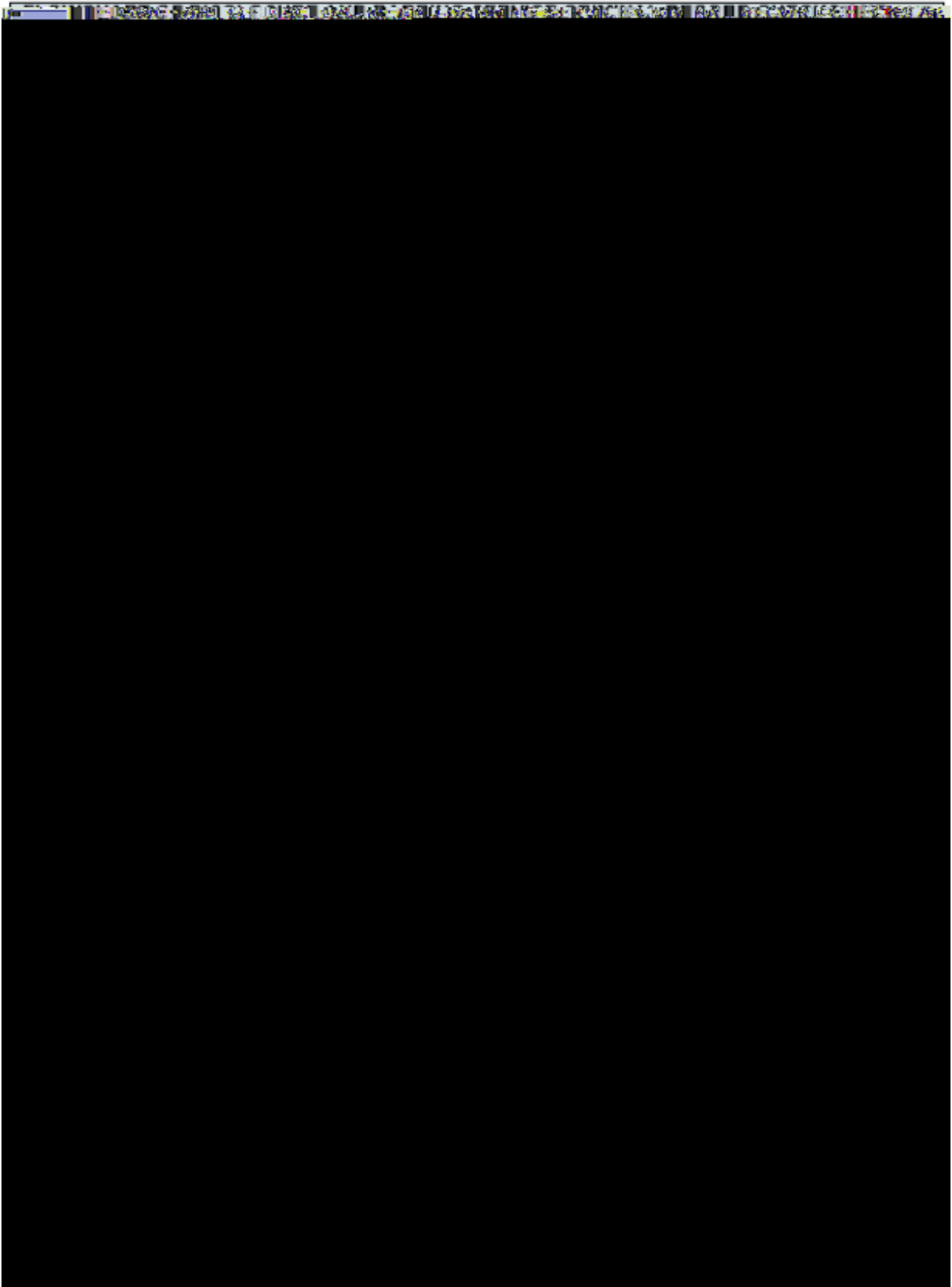
### **Using the College for non-College related activities:**

Where the College estate is used for non-college activities, those providers are expected to meet the guidance in **Keeping Children Safe in Out of School Settings** (see paragraph 167).

If the College receives allegations related to an incident that 'happened when an individual or organisation was using the premises for the purposes of running activities for children...we will follow College safeguarding policies and procedures, including informing the LADO if appropriate. (see paragraph 377)

This is reflect in the College's *Lettings Policy and Procedures*.





**Initial report of a Safeguarding concern- Form 1**

To be completed by the reporting member of staff or student.

To be signed and dated by them and passed to the Designated Person  
(Students Lead Tutors/DSL/DDSL) for secure keeping:

***Student number:***

***Staff name:***

***Date and time:***

***Facts – Who? What? Where? When?***

*In the case of disclosures, statements made in student's words where possible*

***Observations (How did the student present? Any other observations?)***

***Agreed actions with the student (reassure the student, say who this be shared with)***

**Check that your statement is clear before signing it and passing it on to the Designated Person**

Staff Signature:

Date:

