Reference: CSR/E/CPS/2016-7/v3

Safeguarding Procedure

This policy was updated in January 2017. It will be reviewed upon changes to legislation, statutory guidance, codes of good practice or upon any revision to the College's arrangements regarding Designated Persons.

1.0 PURPOSE

To set out how the College will meet its statutory duty to protect the college community under legislation from abuse.

2.0 SCOPE

This policy applies to all staff, governors and volunteers.

3.0 REFERENCES AND RELATED DOCUMENTATION

This policy has been developed by reference to:

- Redcar and Cleveland Local framework and Protocol for the Assessment of Children in Need and their Families: December 2014: Providing The Right Support to Meet a Childs Needs 2016 and Local Procedures and Protocols.
- Teeswide LSCB Child Protection Procedures http://www.teescpp.org.uk/
- Tees-wide Safeguarding Adults Multi-Agency Procedure http://www.teescpp.org.uk
- Department for Education (DfE) September 2016: Keeping children safe in education; statutory guidance for schools and colleges
- HM Government March 2015: Working to safeguard children; a guide to inter-agency working to safeguard and promote the welfare of children
- HM Government March 2015: What to do if you are worried a child is being abused; advice for practitioners
- HM Government March 2015: Information sharing; advice for practitioners providing safeguarding services to children, young people, parents and carers
- HM Government July 2015: Revised Prevent duty guidance for England and Wales
- Home Office October 2015: Mandatory reporting of female genital mutilation; procedural information

This policy should be read in conjunction with the following documentation:

- Staff Disciplinary and Dismissal Procedure
- Whistleblowing Policy

4.0 DEFINITIONS

Children: Those under the age of eighteen (sometimes referred to in other guidance as children and young people).

Vulnerable adults: The definition of regulated activity for adults from 10th September 2012 will identify the activities provided to any adult which, if any adult requires them, will mean that the adult will be considered vulnerable at that particular time. The SVGA will no longer label adults as 'vulnerable' because of the setting in which the activity is received, nor because of the personal characteristics or circumstances of the adult receiving the activities

Regulated activity; Healthcare (by healthcare professionals), Phsychotherapy and counselling First aid, provided by a first aid organisation (e.g St John's ambulance)

Personal care

1. Anyone who provides an adult with physical assistance with eating or drinking, going to the toilet, washing or bathing, dressing, oral care or care of the skin, hair or nails because of the adult's age, illness or disability, is in regulated activity.

2. Anyone who prompts and then supervises an adult who, because of their age, illness or disability, cannot make the decision to eat or drink, go to the toilet, wash or bathe, get dressed or care for their mouth, skin, hair or nails without that prompting and supervision, is in regulated activity.

3. Anyone who trains, instructs or provides advice or guidance which relates to eating or drinking, going to the toilet, washing or bathing, dressing, oral care or care of the skin, hair or nails to adults who need it because of their age, illness or disability, is in regulated activity.

Safeguarding: Pro-actively keeping children and vulnerable adults safe from harm and abuse. This means ensuring they are safe from accidents, crime, bullying, and are educated about keeping themselves and others safe including actively promoting well-being in a healthy, safe and supportive environment.

Child & Vulnerable Adult Protection: A central part of safeguarding. It is the process of protecting specific children or vulnerable adults identified as suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

Significant Harm: The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life. The local authority has a duty to make enquiries or cause enquiries to be made if a child or vulnerable adult is judged to be at risk of suffering significant harm.

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or vulnerable adult involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children or vulnerable adults in any capacity is considered, both legally and morally, to owe them a duty of care.

5.0 STATEMENT OF ACTION

Redcar and Clevleand College is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff, governors and volunteers to share this commitment.

Who is responsible for Safeguarding and protecting Children and Vulnerable Adults from abuse?

Both are everyone's business and it is essential you understand your role. ***We all have a Duty of Care.***

5.1 Definitions of Abuse

a) Physical Abuse

May include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or otherwise causing physical harm. Physical harm can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or vulnerable adult.

b) Emotional Abuse

The persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on emotional development. This may involve conveying that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include persistent scapegoating, hostility, ridicule, frightening or threatening behaviour, or cruelty. It may feature age or developmentally inappropriate expectations being imposed on children or vulnerable adults. It may involve children seeing or hearing the ill-treatment of another or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment though it may occur alone.

(c) Sexual Abuse

Sexual abuse involves forcing or enticing a child or vulnerable adult to take part in sexual activities, including prostitution, whether or not the person is aware of what is happening. The activities may involve physical contact, including penetration or non-

penetrative acts. They may include non-contact activities, such as involving individuals in looking at, or in the production of, pornographic material, watching sexual activities, or encouraging people to behave in sexually inappropriate ways.

(d) Neglect

The persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of health or development. It may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from the family home). Failing to protect from physical harm or danger, failing to provide adequate supervision including the use of inadequate care-takers or the failure to ensure access to appropriate medical care or treatment.

(e) Financial or Material Abuse

Gaining access to and misusing funds, possessions or benefits. More usually associated with a Vulnerable Adult.

(f) Institutional Abuse

Institutional abuse can be seen when organisations allow the abuse of those in their care as a consequence of practices in the organisation. This could include routine bullying and humiliation of service users, shortage of food, warmth and clothing, and 'rough' handling of people. Institutional abuse can arise as a result of poor management, the absence of appropriate training and support for staff, a lack of policy and clear procedures and poor channels of communication.

5.2 Is it Abuse?

Abuse is not always obvious so it is very important to be vigilant and share concerns and information (taking into account the requirements to do so confidentially and appropriately – see Appendix 1).

All concerns, including those which perhaps seem minor (such as noting a learner was behaving out of character) should be referred to the Learning Progress Tutor or Progamme Manager of the person concerned as soon as possible. This enables a good record to be maintained of what can seem like minor issues when looked at in isolation. The Learning Progress Tutor or Progamme Manager will action as required.

Actions may involve organising a tutorial with the learner, contacting the learner's parents (with consent), referring the learner to internal services such as career guidance, well-being advisors or youth workers, raising as a general issue with the tutor group, or just noting for future reference.

If the Learning Progress Tutor or Progamme Manager is unsure of what action to take they will discuss with an appropriate colleague or member of the faculty management team. If still unsure (or unsure whether the matter is a safeguarding issue) the matter should be immediately referred to one of the College's Designated Persons for Safeguarding:

- **Tony Pattison - Quality and Improvement Manager (Designated Person): tel: 01642 777066**
  Email: tpattison@cleveland.ac.uk

- **Alys Tregear - Operations Director - Student Support (Deputy Designated Person): tel: 01642 777231**
  Email: atregear@cleveland.ac.uk

- **Mandy Morris - Vice Principal Curriculum and HE - Safeguarding Officer (Deputy Designated Person):**
  Tel: 01642 473132
  Email: mmorris@cleveland.ac.uk

5.3 Significant causes for concern

A significant concern is where there has been, or is, a likelihood of harm (ill treatment or impairment of health) that will have a significant effect on development (physical, intellectual, emotional, social or behavioural) or health (mental & physical).

There are no absolute criteria for judging what significant effect means. It could depend on:

- the degree and extent of physical harm
- the duration and frequency of emotional abuse and neglect
- the impact on health and development
- any specific needs such as a disability
- the wider and environmental family context
- the capacity of parents/carers to meet needs

If you have a significant concern or you are unsure but think it may be significant it must be reported immediately to a Designated Person. Do not think of the consequences on others (eg parents or another member of staff) of reporting – the focus must always be solely on the needs of the child or vulnerable adult. If you are unable to report the concerns to a designated person, you should contact Redcar and Cleveland Emergency Social Services directly, informing the designated person by email that you have done so (see numbers included below).

A significant concern can arise because a learner discloses about abuse, information is received from someone else (eg another learner) or there are signs and symptoms that indicate abuse either may already have taken place, or may happen in the future. A significant concern can also arise due to a final piece of information being added to previous

concerns.

5.4 Disclosure (including allegations)

Disclosure may occur through classroom activities or may be made directly to you as a member of staff or volunteer. If a child or vulnerable adult tells you that s/he has been or is experiencing any form of abuse or his/her explanation of a physical injury is that a parent, guardian or other person has caused it, this is an ***allegation***. If this happens:

- Remain calm, listen carefully and allow the person to speak without interruption and do not trivialise or exaggerate the issue.
- Never make suggestions, coach or lead the person in any way. This is very important as asking what could be seen to be leading questions could seriously weaken a case if it went to court. Leave this to those who will conduct the subsequent investigation (eg the police).
- Give the person plenty of time to talk and write down what they say as soon as possible afterwards. Record the date and the precise time of day s/he told you and the date and precise time you wrote it down.
- Be honest and explain that you are unable to keep the information they have told you a secret and that you will have to involve other people, but reassure them that they have done the right thing by disclosing to you, that only people who need to know will be told, and that the situation will be dealt with sensitively.
- Contact a Designated Person, or if you do not think it is advisable to leave the learner on their own ask someone else to contact them. If a Designated Person is not immediately available contact the College Duty Manager. If physical injury has occurred also ***ask for a first aider immediately*** and in cases of imminent threat, eg physical attack on College premises, ***ask for Facilities to assist in ensuring immediate safety***
- Complete a Referral form (see Appendix 2) as soon as you are not directly involved with the person who made the disclosure (available on College Blackboard in the Safeguarding section) and deliver it and any other notes you made in a sealed envelope marked confidential to the Designated Person. Do not keep any copies, although you should make a general note for your own records (eg disclosure made by .. on .. at .. Referred to .. on .. at ..)
- In the unlikely event that a Designated Person is unavailable, available (eg in holiday periods or outside normal College opening hours) refer to your manager. If your manager is unavailable, you must take all reasonable steps yourself to protect a child or vulnerable adult from an immediate threat (eg contact First Contact / the Emergency Duty Team or the Police on the numbers below).

8.30am – 5.00pm Monday – Thursday (4.30pm on Friday)

LADO

- Lorraine Press: tel 01642 771530
- Email: Independant_review@redcar-cleveland.gcsx.gov.uk

First Contact Team

- Telephone: 01642 771500
- Email: firstcontact@redcar-cleveland.gcsx.gov.uk

First Contact Manager

- Kellie Wigley
- Telephone: 01642 771537
- Email: kellie.wigley@redcar-cleveland.gov.uk

Out of hours Emergency Duty Team

- Telephone: 08702 402994

Cleveland Police

- **Telephone:** 01642 326326 or (999 in an emergency)
- **Child Protection:** 01642 302147
- **Domestic Abuse:** 01642 306771 or 306772
- **Prevent:** 07841533804 or 01642 303397 – Nigel Mulholland

DO NOT contact parents, guardians or any other person (eg friends of the child or vulnerable adult) without first consulting the Designated Person. This is very important to prevent the potential for warning people who may be involved in the allegations, or who may take action if aware an allegation has been made (eg further abuse or making immediate arrangements for a child to leave the country for a forced marriage).

5.5 Designated Person

On notification of a significant concern the Designated Person will:

- Check for any existing records (if appropriate to the situation) held in the safeguarding file.
- Determine the priority/level/immediacy of risk (could include factors relating to the person concerned, other children in the setting and any carers involved).
- Arrange for emergency first aid (if required) only. Any other medical intervention/ checks will be arranged by the Social Care Service and/or the Police.
- Refer any allegations involving a learner aged 14-16 to the Assistant Principal Curriculum and Quality. They in turn will refer the matter to the pupil's home school.

If the Designated Person decides a referral to the Adult or Children's Social Care Service is required they will:

- refer any allegations involving a member of staff, volunteer, College governor, partner or employer to the HR Manager (Val Howey: email vhowey2@cleveland.ac.uk or telephone 01642 777211). If she is unavailable they will seek advice from either the Assistant Principal Curriculum and HE or the Vice Principal Finance.
- if the allegation involves either of the managers named above refer the matter to whichever of them is not involved. Alternatively the matter should be referred to the Principal. If the allegation cannot be reported to the Principal (eg an allegation of institutional failure) it should be reported to the Governor responsible for Safeguarding via the Acting Clerk to the Governors John Banks email: jbanks@cleveland.ac.uk or telephone **01642 777088**.
- ask the view of the child or vulnerable adult concerned if they can understand the significance and consequences of making a referral , however whilst their view should be respected and considered, it remains the responsibility of the Designated Person to take whatever action is required to ensure the safety of the child/vulnerable adult involved and others who may be at risk. **The protection of the child, young person or vulnerable adult must always be the most important consideration**.
- where practicable (and appropriate for a vulnerable adult) discuss concerns with the family/carers and seek agreement for a referral ***unless*** this may, either by delay or the behavioural response it might prompt, place the child or vulnerable adult at risk of significant harm or compromise the safety of another person.
- collate the details required for a referral as comprehensively as possible (including full address, date of birth, whether there are other children or vulnerable adults in the setting, any special needs and other professionals involved) and document whether consent for referral was obtained from the person and their family/carers, or if not the reason for this decision.
- refer to Social Care Services in a timely way (reflecting the level of perceived risk but usually within a maximum timeframe of 1 working day) recording the name of the person referred to and the time of the call.
- refer to the Social Care Services emergency duty team if out of hours.
- confirm the referral to Social Care Services in writing within 48 hours.
- keep a written record of all discussions with the child/vulnerable adult and their parents/carers, discussions with others with the College, information provided to Social Care, their advice and any decisions taken (timed, signed and signed).

- store the records in the safeguarding file (kept securely in the management suite) and notify the senior designated person via email to alert them.
- clarify with First Contact whether the referral has been accepted for action.
- if the referral is accepted for action comply with requests from the Social Care Services for further involvement.
- if the referral is not accepted, clarify the reasons why not, and if you still consider that the person (or others) are at risk consult as appropriate (eg with senior manager responsible for safeguarding) regarding next steps.
- if you consider that the matter can be dealt with by College services or those of another agency (excluding the Social Care services) follow the steps outlined below.

If a referral to the Social Care Service is not required or not accepted for action:

- consider whether the identified need/s can be met in the College or by working with other services. If referral to external services is indicated for a child, check the Common Assessment Framework (CAF) database to see whether there is a current CAF open. In Redcar and Cleveland these are now called Early Help Assessments (EHA). Follow the guidance from local authority officers for the referral process in relation to EHA/CAFs. An early help assessment form can be obtained from Appendix 3
- consent for referral to external agencies ***must be obtained*** from the child/vulnerable adult and/or their parent or guardian as appropriate if the level of risk does not warrant referral to Social Care services under the 'significant risk' parameter.

5.6 Allegations against a staff member/volunteer

The LADO will be informed where the individual(s):

- Behaved in a way that has harmed or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Actions will also be conducted in accordance with guidance in the staff disciplinary and dismissal procedure and/or whistleblowing policy where appropriate.

5.7 Allegations against a learner

Actions will follow the Misconduct Procedure for Learners.

REDCAR & CLEVELAND COLLEGE

Appendix 1:

Appendix 1

SHARING INFORMATION AND CONFIDENTIALITY

It is essential that you understand when, why and how you should share information so you are able to do so confidently and appropriately as part of day to day practice.

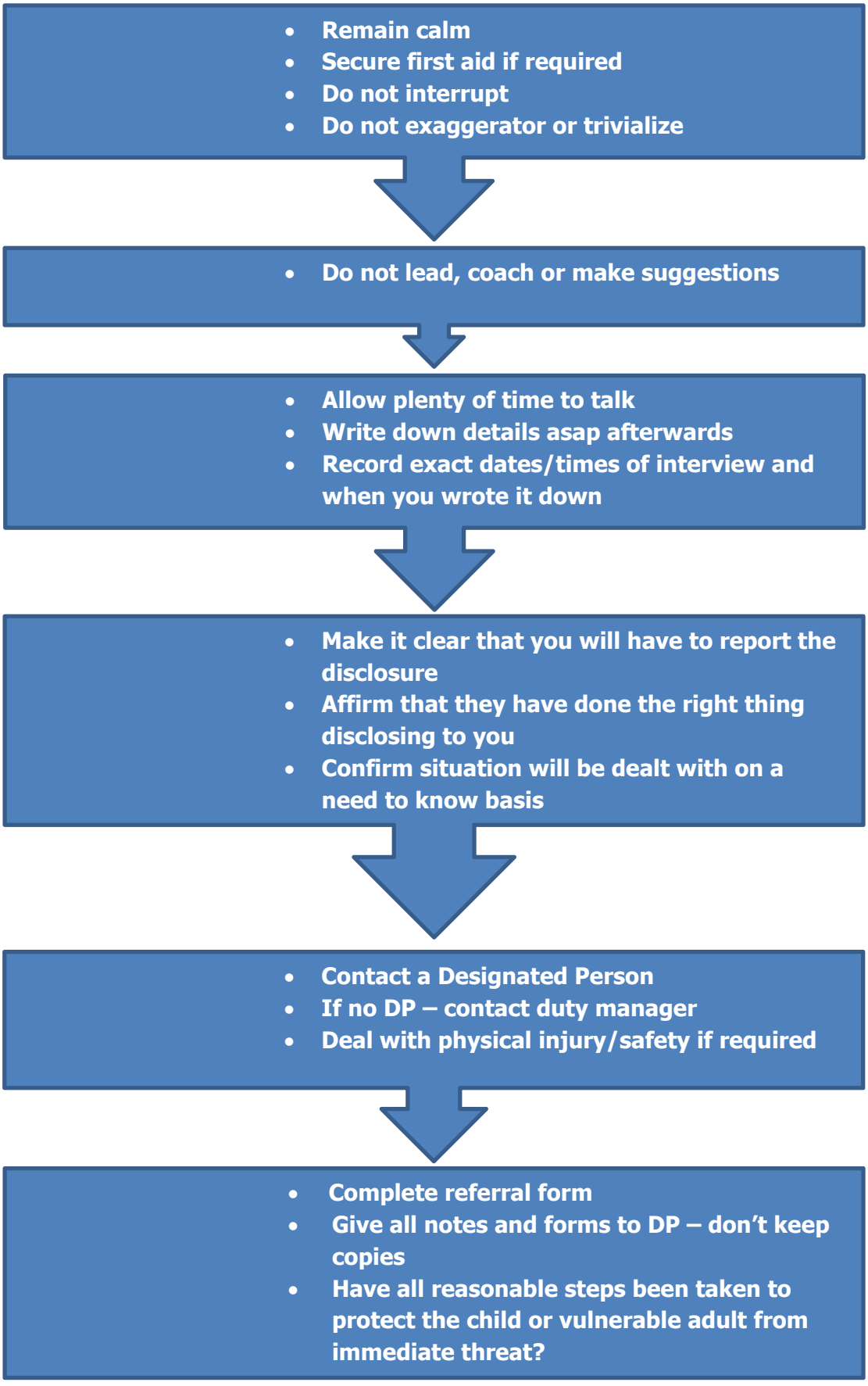
Follow college guidance available on Multi Agency Information Sharing Protocols Ref: **CSR/MAISP/2016-17**

The golden rules for information sharing:

- The Data Protection Act is not a barrier to sharing information but a framework to ensure it is shared appropriately.
- Be open and honest with the person from the outset about what will be shared, with who and why.
- Seek their consent unless it is unsafe or inappropriate to do so.
- Where possible respect the wishes of those who do not consent to share information. Remember though that you do not need consent if in your judgement the lack of consent can be overridden in the public interest (this includes significant harm has happened or is likely to happen).
- Consider safety and the well-being of the person and others who may be affected by their actions.
- Ensure the information you share is necessary, proportionate, relevant, accurate, timely and secure.
- Keep a record of what you shared, with whom, for what purpose and whether you had consent (this should be brief and not contain confidential details unless essential to do so).
- Seek advice from an appropriate manager or a Designated Person if in doubt without disclosing the identity of the person where possible.

Remember - Child or Vulnerable Adult Protection trumps Data Protection every time!

Appendix 2
Dealing with Disclosure (See Section 5.4)



Before referral ask yourself:

- Have I assessed the child and documented my findings?
- Have I documented existing risk factors or issues?
- Is there any evidence of substance abuse, domestic abuse, mental illness, a chaotic lifestyle or missed appointments?
- Has the Common Assessment Framework (CAF) been followed?
- Has the situation been discussed with the child's parent(s)?
- Who else is in the household?
- Have I updated myself on the children's recent health history (Health staff)?
- Do I have knowledge of any siblings? May they be at risk of harm too?
- Is there a social worker allocated? Have I discussed this referral with that social worker?
- Has the situation been discussed with a manager/senior colleague for safeguarding

Remember to complete the form before referral is made. This will ensure you can answer any questions effectively.

Hand form to designated person for secure storage – do not keep copies.

Tees Multi Agency SAFER Referral Form
SAFER i.e. **S**ituation, **A**ssessment, **F**amily, **E**xpected response**, R**ecording.

Section one: Situation	*SAFER*

Before completing the form please refer to the threshold document to ensure the correct pathways are being followed.

I am completing this referral because: (please tick as appropriate):

I BELIEVE THIS CHILD REQUIRES SOCIAL CARE INTERVENTION	☐

1. About you

Name:			
Job title:			
Organisation:		Police Event No.	
Postal address:			
Email address:		Telephone:	
My relationship to the child concerned is:			

Early Help Assessment

Has there been an Early Help Assessment completed? **Yes** ☐ **No** ☐

If so, by who _____

Lead Professional (if known) _____

Date completed _____

Date closed (if appropriate) _____

(Please attached the Early Help Assessment to the referral – if available)

2. About the child/children

Child's name:		Gender:	M	☐	F	☐
Child's address:						
Postcode:		Date of birth / expected birth date:				
The child does ☐ / does not ☐ have a disability						

3. Current family and home situation

Who else lives with the child or plays a significant role in their life, e.g. siblings or grandparents

Name	**Date of birth**	**Relationship to child**	**Living with child?**

4. Families ethnicity and language/please refer to appendix 1 guidance, last page of this document

Ethnicity	**First Language**	**Interpreter Required**	**Religion**
		Yes ☐ No ☐	

5. Other services involved with the child are:

Service	**Details (e.g. name, address)**	**Telephone**
☐ GP		
☐ Early years		
☐ School		
☐ Other (specify)		
☐ Other (specify)		
☐ Other (specify)		
☐ Other (specify)		

6. Details of parents/guardians

- **Parent/guardian 1**

Name:		D.O.B.	
Relationship to child concerned:		Do they have parental responsibility?	☐Yes ☐No ☐Don't Know
Address:			
Postcode		Telephone:	

- **Parent/guardian 2**

Name:		D.O.B.	
Relationship to child concerned:		Do they have parental responsibility?	☐Yes ☐ No ☐ Don't Know
Address:			
Postcode		Telephone:	

Do you have consent to make the referral from parents/carers.

Yes ☐ **No** ☐

If no consent has been sought, explain the reason why

If the referral does not meet the thresholds for social care intervention, are parents/carers happy for the information to be passed to early help for support and for the information to be shared with relevant agencies.

Yes ☐ **No** ☐

What are you worried about? Outline your concerns. (What have you seen, heard or been told and when did you last see the child and parents)

What are the strengths and protective factors in the family?

What action have you taken to address any concerns?

What are the **specific factors** making this child at risk of significant harm? (*Please include any information with regard to the incidence of substance misuse, domestic abuse, parental mental health, learning difficulties or any other factors and how they impact on parenting)*

There might be risks to staff visiting the child's family, they are:

What services will **you or your agency** continue to provide for the child / family (if appropriate)?

When did you last see the child and what are his / her views, if known? How have you tried to obtain their views?

If you have made a telephone call in relation to this referral, please record the outcome of the call and any agreed actions.

All referrals to Children's Services must be followed up in writing using the Safer Referral template. Urgent child protection referrals must be made via a telephone call and followed up in writing within 24 hours. For less urgent situations it will be expected that the information is recorded in writing prior to any contact with Children's Services. At any stage, however, Children's Services can be contacted for advice and guidance with regard to how to progress referral.

Once a referral is accepted by Children's Services the person making the referral will receive a feedback letter detailing the action taken.

Children's Services	Office hour	Out of hours	Fax	Email
Hartlepool	01429284284	08702 402994	N/A	childrenshub@hartlepool.gcsx.gov.uk
Middlesbrough	01642 726004	08702 402994	N/A	firstcontact@middlesbrough.GCSX.gov.uk
Redcar & Cleveland	01642 771500	08702 402994	01642 771535	firstcontact@redcar-cleveland.gcsx.gov.uk
Stockton-on-Tees	01429284284	08702 402994	01642 527756	childrenshub@hartlepool.gcsx.gov.uk
North Yorkshire	0845 0349417	0845 0349410	01609 536993	social.care@northyorks.gcsx.gov.uk
Durham	03000 267979	03000 267979	0191 3835752	First.contact@durham.gcsx.gov.uk
Darlington	01325 406222	08702 402994		childrensaccesspoint@darlington.gcsx.gov.uk

Please sign and date this form

Signature _____

Print Name _____

Date Signed _____

Please list everyone you have shared / discussed this referral with and when.

Name	Title	Agency	Date / Time

Confidentiality Notice –
This information is shared in accordance with Tees LSCB's Information Sharing Protocol, if received in error please contact the referring organisation.

White ☐ White British ☐ White Irish ☐ Gypsy/Roma ☐ Traveller of Irish heritage ☐ Any other White background	Black or Black British ☐ African ☐ Caribbean ☐ Any other Black background Please state: Click here to enter text.	Asian or Asian British ☐ Bangladeshi ☐ Indian ☐ Pakistani ☐ Any other Asian background Please state: Click here to enter text.
Mixed/dual background ☐ White and Asian ☐ White and Black African ☐ White and Black Caribbean ☐ Any other mixed background Please state: Click here to enter text.	Chinese and other ☐ Chinese ☐ Any other ethnic group Please state: Click here to enter text. ☐ Not given	Religion Click here to enter text. First Language Click here to enter text.

Redcar and Cleveland Early Help Assessment Form

Part A

Start Date:

Family composition & details (include all those living in the family home)

Family Names in Household (Lead Family Member first)	Date of Birth/ Age at referral		Gender	Relationship (to lead family member)	Ethnicity / Language	Registered Disability (include details)
						☐
						☐
						☐
						☐
						☐
						☐

Family

Address (inc postcode)	
Contact Numbers(s).	

Housing

Home Owner	☐	Registered Social Landlord	☐
Privately Renting	☐	Other	
Landlord Name or state N/A			
Landlord Address			
Landlord Tel No			

Consent statement for information storage and information sharing

- We need to collect the information in this Early Help Assessment Form so that we can **understand** what help you may need.
- We may need to **share** some of this information with other organisations (such as health, training providers, voluntary sector organisations etc.) so that they can help us to provide the services you need.
- If we need to share information with any other organisation(s) to offer you more help, we will **ask you** about this before we do it.
- We will treat your information as confidential unless the law requires. We will only ever share the minimum information we need to share.
- Information will be stored securely and may be used for audit purposes.

I have had the reasons for information sharing and information storage explained to me and I understand those reasons	☐	I agree to the sharing of information between the services involved in the Team Around the Family process	☐

I **do not** wish information to be shared with the agencies listed below:

Agree to Consent Statement

Signature:		**Print Name:**	

Details of any other significant family members / adults

Full Name	Date of Birth	Address	Relationship to family	General Comments

Current family and home situation
To include family structure / family tree

Person completing assessment

Name:	Agency:	Job Title:
Address:	Telephone Number:	Email Address:

Reason for Assessment	
All people present at Assessment (inc Job roles if applicable)	

Services working with this family				
Service / Agency	**Contact person**	**Address / number / e-mail**	**Linked to which family member**	**Comments**
Doctor				
Dentist				

FAMILY & ENVIRONMENT		
Family, Relationships & Support Network .		
Housing, Finance & Employment		
Social & Community		

Child / young person's name	

(Complete a separate PART C for each child or young person)

CHILD DEVELOPMENT	
Health & Physical Development	
Social & Personal Development	

Child / young person's name	

CHILD	
Emotional & Behavioural Development	
Learning, Education, Training & Employment	

Infant, Child or Young Person's Views (if too young to verbalise views, please include assessor's observations)	

Parent / carer's name		Relationship	

PARENT / CARER	
Health	
Parenting/Caring: Guidance, Boundaries & Emotional Stability	

Parent / Carer views	

Summary of discussion

Strengths	Needs

In addition, please identify any of the specific areas of concern below:

Family Worklessness ☐ Parent (M/F) ☐ Young Person(s) ☐ **Financial Issues** ☐	**Non-School Attendance** ☐	**Crime / Anti-Social Behaviour** ☐ Parent (M/F) ☐ Child / Young Person(s) ☐
Health Issues ☐ Parent (M/F) ☐ Child / Young Person(s) ☐	**Domestic Abuse** ☐ Parent (M/F) ☐ Child / Young Person(s) witnessed Domestic Abuse ☐	**Children who need help** ☐

What do you want to change and how will we do it? (The Early Help Plan)

What do you want to change?	How does it feel for you? (1=poor, 10=great)	How will we do it?	Who will do this?	By when?	How will we know things are better?

Review Date of Early Help Plan **If Team Around The Family (TAF) Meeting to be held, include time and venue**	
Lead Professional Details **(if known)**	

Parent / carer and young person / child comments on the Early Help Plan

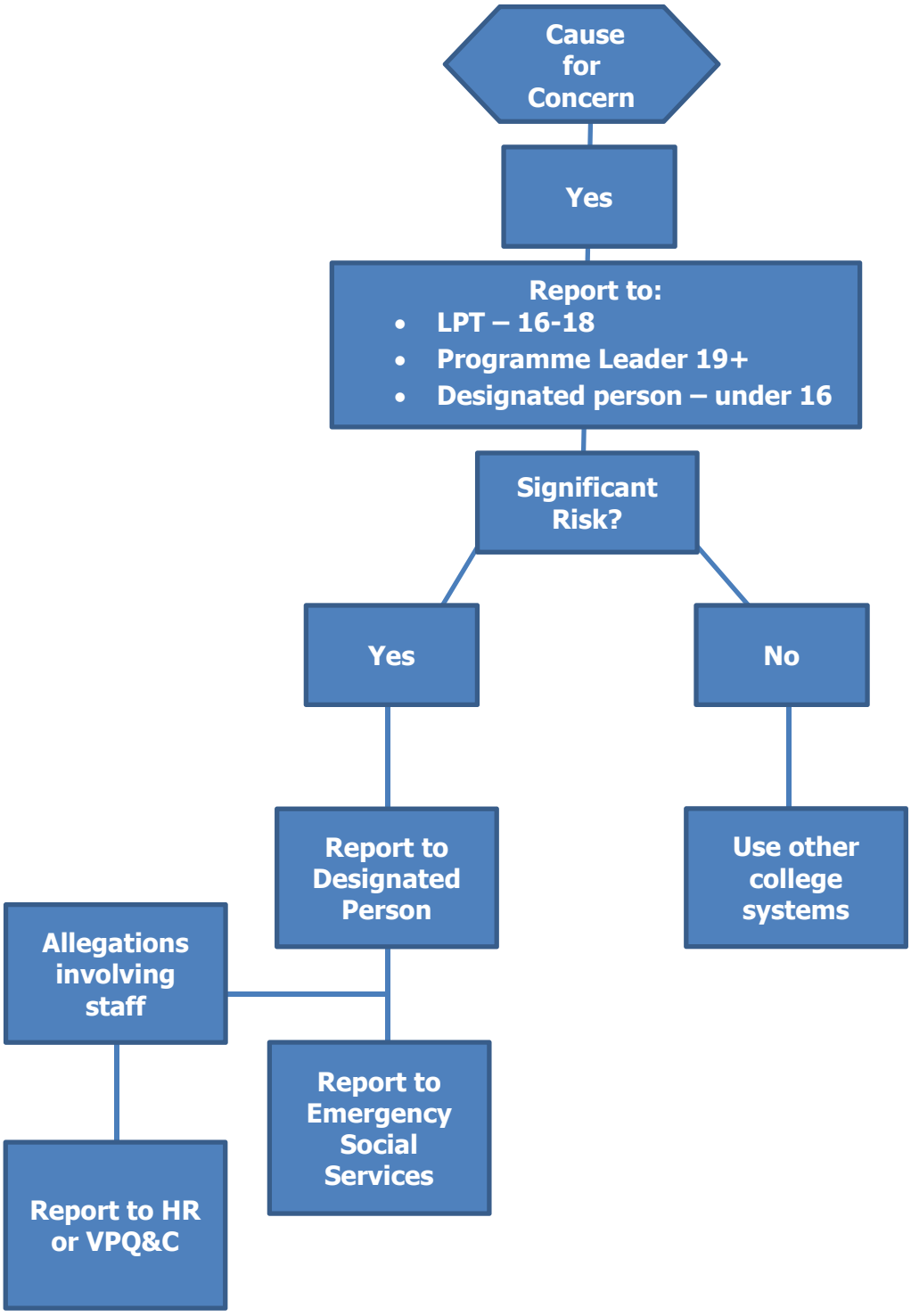
Practitioner Comments

Parent / carer or young person signature		**Date**	
Practitioner signature		**Date**	

Please send a copy of the completed form to:
Email a copy to: CAF@redcar-cleveland.gcsx.gov.uk , First Contact Team, Seafield House, Kirkleatham Street, Redcar, TS10 1SP, (01642) 771500

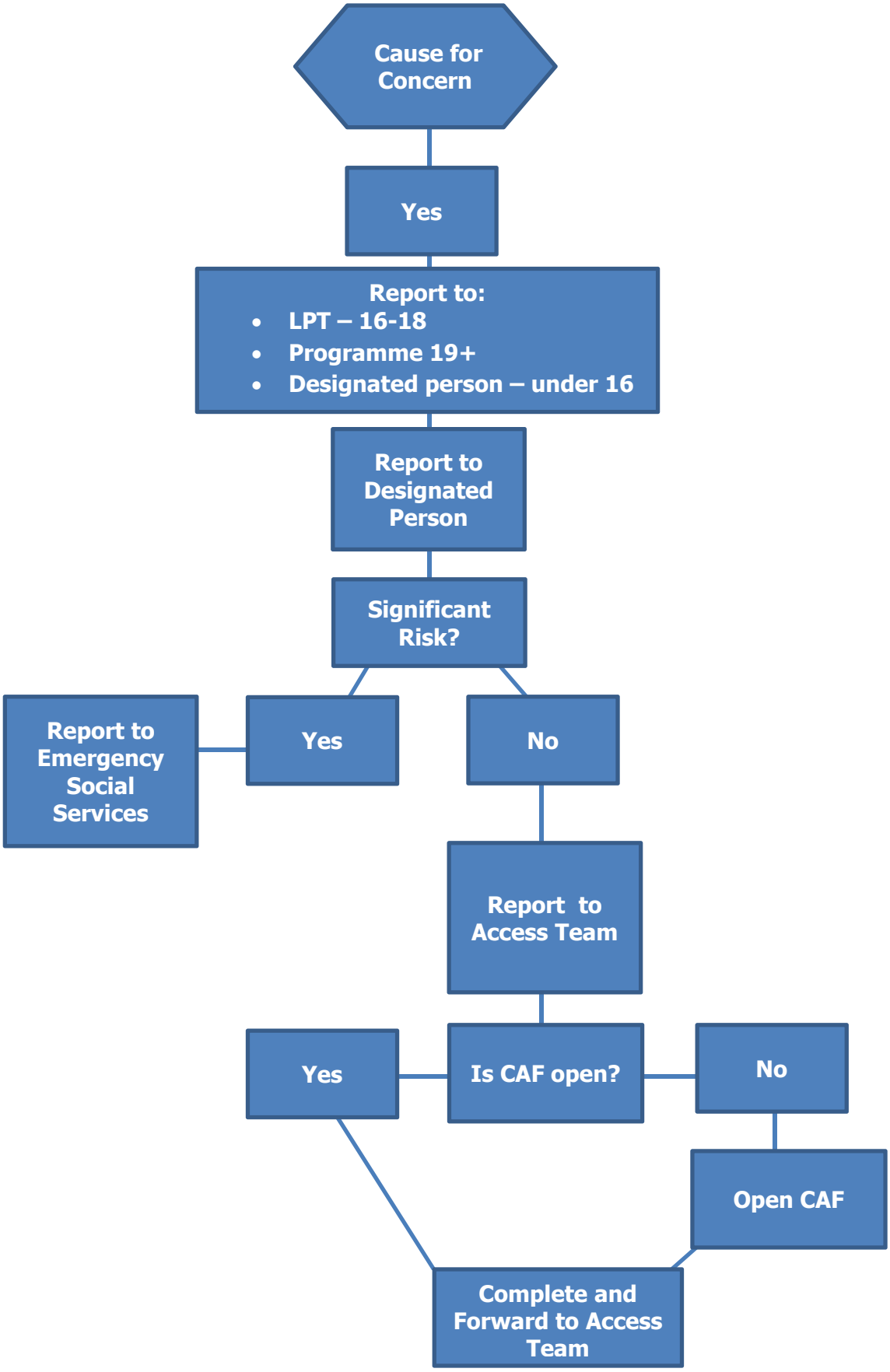
Appendix 3

IS IT ABUSE? (Sections 5.2 and 5.3)



Appendix 3a

Early Intervention (CAF)



REDCAR & CLEVELAND COLLEGE

Appendix 4

Key Contact Numbers

External

8.30am – 5.00pm Monday – Thursday (4.30pm on Friday)

LADO

- Lorraine Press: tel 01642 771530

Email: Independant_review@redcar-cleveland.gcsx.gov.uk

First Contact Team

- Telephone: 01642 771500
- Email: firstcontact@redcar-cleveland.gcsx.gov.uk

First Contact Manager

- Kellie Wigley
- Telephone: 01642 771537
- Email: kellie.wigley@redcar-cleveland.gov.uk

Out of hours Emergency Duty Team

- Telephone: 08702 402994

Cleveland Police

- **Telephone:** 01642 326326 or (999 in an emergency)
- **Child Protection:** 01642 302147
- **Domestic Abuse:** 01642 306771 or 306772
- **Prevent:** 07841533804 or 01642 303397 – Nigel Mulholland

Internal

- Tony Pattison – Quality and Improvement Manager (Designated Person)
- Tel: 01642 777066
- Email: tpattison@cleveland.ac.uk

- Alys Tregear - Customer Services Manager (Deputy Designated Person)
- Tel: 01642 777231
- Email: atregear@cleveland.ac.uk

- Mandy Morris – Assistant Principal Curriculm and HE (Deputy Designated Person)
- Tel: 01642 473132
- Email: mmorris@cleveland.ac.uk

REDCAR & CLEVELAND COLLEGE

Appendix 5
Roles and Responsibilites

The Governing Body will:

- Ensure that the College has an effective Safeguarding Policy in place which is updated annually and that the College contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2016'.

- Ensure that the College's Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

- Ensure that the College complies with the Prevent Duty as set out in the Counter-Terrorism and Security Act 2015.

- Ensure that the policies and procedures in place enable appropriate action to be taken in a timely manner to safeguard and promote students' welfare.

- Appoint a Governor with responsibility for Safeguarding and Prevent who will liaise with the Principal and the Designated Safeguarding Lead and be a member of the College's Safeguarding & Welfare Committee.

- Ensure that a Designated Safeguarding Lead is appointed to lead on safeguarding, advise/support staff and liaise with the Local Authority and other agencies. He/she will have status/authority to carry out the role e.g. commit resources to safeguarding and direct staff as appropriate.

- Give scrutiny to regular reports which will provide detail on the numbers and types of safeguarding incidents and concerns which have arisen, along with updates from Human Resources.

- Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

- Ensure that a member of the Governing Body is nominated to liaise with the designated officer for the relevant local authority and partner agencies in the event of a safeguarding allegation being made against the Principal.

The Principal will ensure that

- appropriate governors receive annual awareness raising in respect of their roles and responsibilities relating to safeguarding.

- procedures and key College contacts are published and accessible to College staff, associates, learners and parents

- all staff and adults working in College understand their safeguarding responsibilities and know how to voice their concern if they feel a child or vulnerable adult is at risk

- staff are aware of the "whistle blowing" protocol and understand they must voice their concern of any individual working practices that are deemed to be unsafe and unprofessional in respect of safeguarding

- support is provided to the Designated Persons in developing effective working partnerships with relevant agencies and co-operates as required in regard to safeguarding matters.

- recruitment and vetting procedures are followed in all appointments of staff, including those working as associates or in a voluntary/unpaid capacity.

- site security is in place ensuring all visitors are identified and accompanied.

- the College has an up to date Safeguarding procedure in place which is consistent with the LSCB procedures and which is reviewed annually.

The Quality and Improvement Manager is the college Designated Person and is supported by two Deputy Designated Persons comprising of the Operations Director – Student Support and the Vice Principal Curriculum and HE.

- the co-ordination of action within the College and in liaison with Local Safeguarding Children's Board (LSCB), Social Care and other agencies in respect of suspected abuse.

- support to staff and students in ensuring College procedures are adhered to in accordance with the Redcar & Cleveland Child Protection procedures.

- guidance on child protection and safeguarding criteria

- referral of suspected cases of abuse to identified social care and police contacts

- attendance and representation of the College at child protection meetings

- secure management of child or vulnerable adult protection files, compiling reports, recording and sharing information appropriately.

- that all information and records are kept confidentially and securely

- good working relationships/links with Social Care, the Child Protection Officer for Education and other relevant professionals.

- awareness of child and vulnerable adult safety issues within College

The designated Safeguarding Persons will ensure that

- all recruitment is undertaken within the guidelines of Safeguarding Children and Safer Recruitment in Education

- all staff and associates new to the College receive an awareness briefing during induction.

- staff and associates awareness of child protection and safeguarding is updated annually

- safeguarding procedures and information is published and available on the College Portal

- the requirements of child protection and safeguarding legislation are fully met

REDCAR & CLEVELAND COLLEGE

Appendix 6: PREVENT and Channel

1.0 Purpose

- To identify risk factors to the college's service users and staff.
- To identify risk factors amongst individual service users and staff to ensure a safe learning environment is maintained.
- To outline college actions and responsibilities within the Prevent agenda.

2.0 Scope

- All college governors, staff, students, subcontracted provision and people accessing college premises and services.

3.0 Definitions

The UK Government (2015) define terms as: **Fundamental British Values:**

- **Democracy:** your vote and voice counts – you can make a difference
- **The rule of law:** laws apply to everyone
- **Individual liberty:** you are entitled to your view and to your freedom of expression and thought…..
- **Mutual respect and tolerance for those with different faiths and beliefs: …**and so is everyone else
- **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism
- **Extremism:** Vocal or active opposition to fundamental British values *including calls for the death of members of the British armed forces*
- **Entryism:** Extremist individuals, groups and organisations consciously seeking to gain positions of influence to better enable them to promote extremist agendas
- **Channel**: A programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:
  - Identifying individuals at risk
  - Assessing the nature and extent of that risk
  - Developing the most appropriate support plan for the individuals concerned.

4.0 Context

Redcar and Cleveland College is fully committed to inclusion and equality and diversity. Therefore it works closely with a number of agencies including Cleveland Police.

Cleveland Police state that there is no specific terrorist or violent extremist threat to Cleveland. However, terrorism and violent extremism remains a real and serious threat. The national threat is regraded as being 'severe'.

As terrorism and violent extremism is not the product of any one religion or community the college is vigilant in its duty of care to service users and staff alike. The college ensures that it is able to challenge those that would damage community relations and create divisions.
The United Kingdom has had a long-term strategy for countering international terrorism, known as CONTEST.

The National CONTEST strategy, followed by all UK forces is divided into four strands:

- Preventing terrorism, by tackling the radicalisation of individuals.
- Pursuing terrorists and those that sponsor them.
- Protecting the public, key national services and UK interests overseas.
- Preparing for the consequences.

In line with this strategy, Cleveland Police aim to:

- Raise awareness of the threat of terrorism and all forms of violent extremist activity within the community.
- Develop and strengthen partnerships to promote safer communities.
- Gather intelligence.
- Detect and disrupt networks and individuals active in violent extremist activity
- Monitor travel patterns to help enhance / maintain border controls.
- Prevent violent extremist activity through early intervention and community reassurance

The college is committed maintain its ethos based on:

- the promotion of human rights, equalities and freedoms under the law
- the promotion of critical scholarship and informed moral purpose in engaging students with local, national and international issues and grievances
- recognition of and meeting the social and, emotional learning needs of students and staff
- promotion of a shared culture of openness and pluralism in the college and with the wider community, regardless of the specific status, location or faith affiliation of the college
- promotes a strong sense of belonging, shared community care and responsibility for others

The Channel Project

- The college works closely with 'Channel'. The Channel Project is a multi-agency programme which supports individuals at risk of being drawn into terrorism.
- As of January 2012, Cleveland Police now have a dedicated Channel Officer working within the force. The project addresses the risks from all forms of violent extremism and utilises the expertise of policing, local authorities, community organisations, safeguarding partnerships and crime reduction panels.
- Channel assesses the nature and extent of the risk and where necessary, provides an appropriate support package, tailored to the needs of the individual. This support is delivered by programme partners and may be provided through mentoring or diversionary activities.
- The success of this process is largely dependent on early interventions and recognising the early signs of potential radicalisation.
- It is vital that front line officers, staff and partner agencies are aware of Channel and where appropriate discuss concerns or potential referrals with the dedicated Channel Officer.
- All enquiries are dealt with in Confidence and all referrals regardless of how unimportant you feel they may be are accepted and individually assessed, working on the principle that it is better to negate than to ignore.
- The Channel Officer will assess the information against the referral criteria.
- Where appropriate they will then process the referral, monitoring and evaluating progress throughout the intervention.

Channel Officer Contact Details
Nigel Mulholland
Communities & Partnerships, Middlehaven Police Office
01642 302028
07841 533804
Nigel.mulholland@cleveland.pnn.police.uk

4.0 Procedure

- Safeguarding is the responsibility of all staff within the college. PREVENT and radicalization and violet extremism (R&E) is included in the safeguarding procedure.
- Risk assessing the R&E level in the college will be done annually; though individual staff will be responsible for vigilance in relation to learner safeguarding.
- Where staffs have a concern relating to either a learner or any other service user they may complete an 'Identifying Vulnerable People Form' – see below.
- This should then be forwarded to the designated person for safeguarding for advice and guidance.
- The concern will be noted on the safeguarding database and all subsequent actions followed up. R&E will be included in the monthly report on safeguarding which will be reported to the Curriculum and Quality Group.
- Where appropriate contact will be made with the Police and all relevant details will be recorded on the safeguarding database.
- Information will be shared on a 'need to know' basis and in alignment with college sharing information processes.

5.0 Monitoring and Review

- Risk Assessing and Identifying Vulnerable People Procedure will be reviewed annually.
- Risk assessment and action plan are reviewed at least annually by the college management team.

6.0 Training in Prevent

The college requires all staff to have mandatory Prevent training. This includes an online package and then face to face updates. The training also includes awareness of how to identify vulnerable people within the context of radicalisation and extremism. These include:

- **Specific influences:** e.g. friends, family, online contacts and recent conversion to a cause/religion
- **Personal vulnerability:** e.g. identity confusion, victim of/witness to hate crime and family conflict over beliefs/lifestyle
- **Intolerance & rhetoric:** e.g. extremist views in relation to particular groups
- **Changes in appearance or behaviour:** e.g. adopting the dress of particular groups, moving away from previous friends who are not connected to the group and spending much more time online
- **Possession of material/symbols** that are associated with an extremist cause.

7.0 Roles and Responsibilities

Designated Lead for Safeguarding:

- Liaising with local Prevent Coordinators
- Ensuring the effective use of the CHANNEL, and police, referral processes
- Overseeing the training of staff
- Supporting individual learners who are working with agencies
- Supporting groups of learners or individuals who have been impacted by or exposed to any activity which might provide an opportunity to any extremist group. This might take the form of mentoring, monitoring or providing access to other agencies
- Supporting and delivering training to staff

Customer Services Manager:

- Providing training and resources to promote fundamental British values within the tutorial programme
- Ensuring planned events are well conceived, effectively managed, and give consideration to the College Prevent duty
- Monitoring and oversight of the activity of the Student Union
- Monitoring and oversight of other formal groups or societies within the student body

Vice Principal Finance :

- Ensuring a robust disaster management/emergency plan is in place and will be responsive to a terrorist threat
- Maintaining a proportionate and appropriate level of campus security including the enforcement of appropriate ID for staff, learners and visitors
- Ensuring that the IT hardware and software provides filtering against, and monitoring of, extremist and terrorist activity
- Ensuring external lettings of College premises adhere to Prevent duty requirements
- Ensuring funds raised or generated by the College are not used to fund terrorist activity

8.0 Visitors and visiting speakers/events

- Visiting speakers can provide a greatly enhanced experience to learners, and can contribute significantly to the College tutorial programme. Nevertheless, the College takes seriously its responsibility to balance the need to allow debate of controversial issues with the duty to prevent those promoting extremist views from influencing College learners
- All staff organising a visiting speaker or event must carry out a risk assessment that includes an online search of publically available information relating to both the speaker and the organisation they represent as appropriate. The risk assessment must be reviewed by the appropriate budget holder who will discuss any concerns with the Designated Lead for Safeguarding prior to approval/rejection
- Visiting speakers who are deemed to have extremist views which pose a safeguarding risk must not be invited into the College
- All visiting speakers must sign in as a visitor and be accompanied by a member of staff at all times. Staff must interject or stop an event if they feel that the speaker is promoting extremist views or any form of inequality.

FORM 1: R&E College Risk Assessment

Redcar and Cleveland College		**Corporation Road, Redcar TS101EZ**
The College	**Yes/No**	**Comment**
Does the college include PREVENT in its policies?	Yes	
Does the college work with external agencies to support the PREVENT agenda?	Yes	
Has the college a nominated person for Safeguarding?	Yes	
Does staff have a process to voice concerns?	Yes	
Do learners have a process to voice concerns?	Yes	
Are there any documented cases of R&E currently?	No	
Are learners aware of the PREVENT agenda?	Yes	
Comments		
Evaluation	**Risk Level**	
College	**Low**	
Learners	**Low**	
Community	**Low**	
Signed		
Title:		
Date:		
Notes:		**This form should be completed annually, or at any point where a re-evaluation of risk status is required. This maybe as a result of receipt of form *Indicating Potential Radicalization and Extremism* for example.**

REDCAR & CLEVELAND COLLEGE

FORM 2: Form Indicating Potential Radicalisation and Extremism

Identifying Vulnerable People

- The identification of vulnerable people may be complicated by practitioners' reluctance to raise seemingly controversial or cultural issues they feel unsure of discussing.

- This guidance document highlights those behaviours or characteristics that practitioners should be on the lookout for and on what evidence this is based. This should help increase their confidence to ask appropriate and timely questions of individuals in the communities that practitioners serve.

- The risk factors outlined as the IVP guidance criteria below are based on research into the open source background material on convicted violent extremists. The risk factors indicate vulnerability, however, violent extremists will not necessarily display all of these factors, and the presence of even a single risk factor should prompt the practitioner to ***seek advice from the designated person within the safeguarding team***.

- ***Where any single red factor is identified the designated person will contact the PREVENT Policing Team immediately***.

- Practitioners must feel confident raising such issues even when there are gaps in their own knowledge about particular issues and/or events that give cause for concern. They must feel able to ask difficult questions and identify key information which emerges from the participant's responses that should indicate what action (if any) to take.

- ***When you complete this form please send it to the Quality and Improvement Manager not later than 24 hours of completion.***

Behaviour	Notes	Action	How is characteristic present?
Amber Characteristics			**Give details**
Cultural and religious isolation	• The core element of this risk factor is a low tolerance for other communities and religious beliefs. • Contributing factors to low tolerance may include separate education, community and voluntary bodies, employment, places of worship, language, and social and cultural networks allow communities to operate in isolation without any meaningful interchanges.	Refer to Designated Person for advice	
Isolation from family	• Conflict with and estrangement from the family over life choices, such as marriages and religious beliefs, leaves the individual vulnerable to recruitment from violent extremists who offer the individual solutions to this conflict and estrangement. • Leaving the familial home can also make the individual extremely vulnerable, particularly if they are then thrust into new and challenging environments.	Refer to Designated Person for advice	
Risk taking behaviours	• Although risk taking behaviour increases vulnerabilities to various potential hazards, it is when young people seek to change their risk taking behaviour that they are vulnerable to the influence of violent extremists.	Refer to Designated Person for advice	

Sudden change in religious practices	• The key feature of this criterion is the increase in religious observance coupled with a limited theological understanding that originates from violent extremist ideology. This criterion is particularly important for individuals who are recent converts or are re-engaging with their religion after periods of living a more hedonistic lifestyle characterised by risk taking behaviour.	Refer to Designated Person for advice	
Violent rhetoric	• This exposure is not the criterion and should not be treated as such. The key element is extensive engagement with violent rhetoric that promotes the use of violence against specific groups and the justification for the use of violence against those groups	Refer to Designated Person for advice	
Negative peer influences	• It is important to stress that street gangs are not necessarily a breeding ground for violent extremists and individuals who engage in street violence will not necessarily go on to become involved in violent extremism.	Refer to Designated Person for advice	
Isolated peer group	• The most common definition of peer pressure is the peer group applying pressure to the individual to act in a way that they do not want to. • This definition serves a useful purpose for everyone concerned. Young people are able to displace the blame for their behaviour onto others and thus protect themselves from censure. Parents are able to continue in the belief that their children are essentially 'good kids' who are influenced by the 'wrong crowd'. • The reality is that young people seek to affiliate with specific peer groups and their behaviour is a conscious effort to gain the approval of that peer group.	Refer to Designated Person for advice	
Hate rhetoric	• The threat or use of violence to enforce group membership indicates that there is a high risk of groupthink and engaging in acts of violent extremism.	Refer to Designated Person for advice	
Political Activism	• Increased political awareness and criticism of any Government's policies is not the criterion for assessing an individual's vulnerability to recruitment by violent extremists. • Seeking information from these individuals or groups is not the same as being actively involved. This criterion for vulnerability to recruitment is explicitly based on active participation.	Refer to Designated Person for advice	
Travel/residence abroad	• Travel to, or residence in, other countries is not the criterion. This criterion is based on (often multiple) journeys to, or residence in, known conflict zones or areas where proscribed organisations operate. It is essential to ascertain the purpose of the journey or experiences of residence overseas before raising concerns based on this criterion. It is important to note that the vast majority of travel or residence in these areas will not raise any concerns.	Refer to Designated Person for advice	

RED Characteristics:			**Give details**
Death rhetoric	• This criterion will be manifested in both casual conversation and the seeking out or possession of material containing death rhetoric.	Report to PREVENT policing team.	
Being a member of an extremist group	• Joining such groups and networks is a significant act for an individual in moving from passive support to active involvement in extremism. It demonstrates both a heightened level of commitment and also a willingness to act on their beliefs. • These are not terrorist groups, but in some cases they share similar ideologies, beliefs and goals.	Report to PREVENT policing team.	
Contact with known recruiters/extremists	• This criterion is not based on casually meeting people who happen to be violent extremists. The assessment of this criterion must be based on the nature of the contact between the vulnerable person and the recruiter/propagandist/facilitator. As the amount of contact increases so does the risk to the vulnerable person and those around them.	Report to PREVENT policing team.	
• Advanced paramilitary training	• Any evidence of advanced paramilitary training, such as weapons handling skills, should be immediately reported to the appropriate authorities.	Report to PREVENT policing team.	
Overseas combat	• Any evidence of active involvement in overseas combat should be immediately reported to the appropriate authorities.	Report to PREVENT policing team.	
Why Refer Red Characteristics?			

- Those individuals who are engaging in the actions in the red category are displaying strong behavioural indicators that they may already be on the way to becoming involved in violent extremism.
- They are clearly aligning themselves with known violent extremist individuals/groups and/or they have received training for/participated in violent conflict.
- Rehearsal or actual use of violence greatly increases the likelihood of further participation in violent activity.

Staff Signature:		**DP's Signature:**		**Date:**	

Protocol for Guest Speakers

1.0 Scope:

All staff inviting guest speakers into the college.

2.0 Purpose:

To ensure that all guest speakers subscribe to British values and expected standards of college codes of conduct.

3.0 Process:

All staff inviting guest speakers into the college are required to verify the suitability of the speaker(s) in terms of compliance with the prevention of radicalisation and extremism.

Prior to the event, and at least 5 working days, the staff member responsible will complete section A of form A and record it in their course file. Once the event has finished they will then complete section B.

Where doubt exists as to the suitability of the speaker, the staff member will report this to the designated person and their line manager. They will then make a decision on whether to allow the event to proceed. This will be recorded on the safeguarding data base, as well as any reasons why the visit was not allowed to proceed.

Should issues arise during the event around radicalisation and extremism the member of staff will report directly to their line manager and the designated lead for safeguarding. In the event of not being able to contact either, the member of staff has the authority to stop the event. They will record this on the form under section B.

Copies of form B will be kept at reception and signed by the guest on arrival. This copy will be kept with the manager of customer services. Should a guest not sign the form then the college reserve the right to prevent them from entering the premises. Should this occur, then the member of staff responsible for form A should record it appropriately.

4.0 Statement of Intent:

The college reserves the right to cancel a speaker in the context that views expressed are unsuitable and incompatible with its ethos and support of British values.

Academic freedom is important and the college holds that no subject or belief should be excluded from reasonable, constructive discussion and debate. This must exist within reasonable guidelines.

The college will not accept the use of language by external speakers or visitors that offends and is considered to be intolerant. Specifically, this means offensive "street", misogynistic, misanthropic, sexual or racist language irrespective of context. Direct attacks on any religions or beliefs are not permitted.

The college will not tolerate any person who intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, disability, age or lawful working practices and which give rise to an environment in which people will experience, or could reasonably, fear harassment, intimidation or violence.

The college will notify the relevant authorities should it deem it necessary.

Prepared by:	**Reviewed by :**	**Next Review**
Quality and Improvement Manager	**C&Q**	**September 2017**

Form A: Checklist External speaker /guest

Section A								
Name of Staff			Line Manager					
Course								
Session Title					Date of Session			
Aim of the session					Guest Speaker			
Name and Address of organisation					Name and Address of Organisation Confirmed		Yes	No
Resources to be used			Resources received in advance of event	Date:	No	Contents checked and suitable	Yes	No
Has the guest been made aware of college safeguarding processes/obligations?	Yes	No	Has reception been notified?	Yes	No	Actions taken	Yes	No
Please state if actions taken:								
Approval of speaker to be signed off by Line Manager								
Name and Signature of tutor present during session								

Section B:		
Did the speaker comply with the college's Code of Conduct and Safeguarding Principles?	Yes	No
Would the college invite this speaker again? If no, why not?	Yes	No
Comment if 'no':		

- **Guest speakers add good value to the learning experience; however we need to be satisfied that they comply with college requirements and codes of practice.**
- **Please note: To be completed and kept in course file. This is an auditable document and must be updated before and after an event. One copy to be sent to the Designated Safeguarding Lead.**

Form B: Guest Speaker – Acknowledgement Form

As a guest of the college I agree to:

Uphold college values of:

- Of academic freedom and holding that no subject or belief should be excluded from reasonable, constructive discussion and debate.
- Freedom of opinion and speech but recognise that, in the interests of the whole learning community, this must exist within formal guidelines.
- The recognition and support of the moral and legal frameworks of the society and community within which it works.

I understand that the college will not:

- Accept the use of language by external speakers or visitors that offends and is considered to be intolerant. Specifically, this means offensive "street", misogynistic, misanthropic, sexual or racist language irrespective of context. Direct attacks on any religions or beliefs are not permitted.
- Tolerate any person who intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, disability, age or lawful working practices and which give rise to an environment in which people will experience, or could reasonably, fear harassment, intimidation or violence.

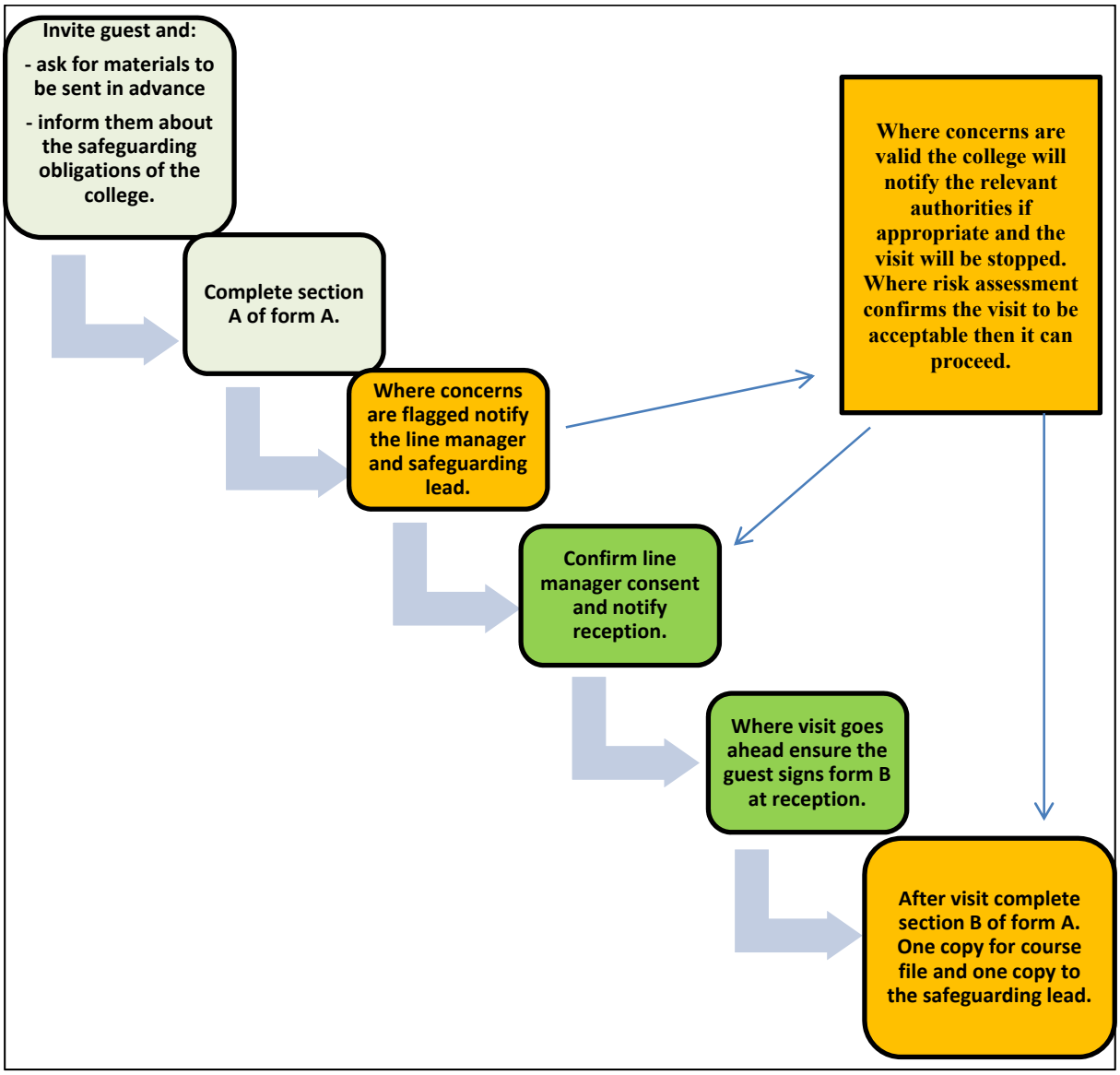
Signed by Guest: _____

Date: _____

Appendix A: How to complete Form A

Section A – complete before the session	
Statement	**Content**
• Name of staff	The name of the person requesting access for the guest speaker.
• Line manager	The name of the line manager responsible for the staff making the request.
• Course	Course title.
• Session title	Name of the session to be delivered
• Date of session	Actual delivery date.
• Aim of session	What is the aim/purpose of the session?
• Guest speaker	Name of guest speaker.
• Name and address of organisation	Name and address of the organisation the guest speaker comes from.
• Name and address of organisation confirmed	Tick yes if you can confirm accuracy of organisation detail.
• Resources to be used	Note the resources to be used in the session. For example a speech, PowerPoint, social media, handouts etc.
• Resources received in advance of event	Have you seen the resources before the event?
• Contents checked and suitable	This is asking if you have had a chance to verify the quality and appropriateness of materials to be used. If not refer to 'actions taken'.
• Has the guest been made aware of college safeguarding processes/obligations?	Have you made the guest aware of these obligations and processes?
• Has reception been notified?	Courtesy call in advance so reception can welcome your guest and have them sign form B.
• Actions taken	If you have had to respond to any issues around the visit tick 'yes'.
• Please state if actions taken:	What have you had to do? Did you have to cancel the visit? Why? Have you had to notify the designated safeguard lead? Why?
• Approval of speaker to be signed off by Line Manager	Line manager consent
• Name and Signature of tutor present during session	Your acknowledgement that you or another named person will be in the session. The 'witness' signs here.
Section B – complete after the session	
• Did the speaker comply with the college's Code of Conduct and Safeguarding Principles?	'Yes' or 'no' answer.
• Would the college invite this speaker again? If no, why not?	'Yes' or 'no' answer.
• Comment if 'no':	Comment on any 'no' answer in the above two questions.

Appendix B: Flow chart of Process



REDCAR & CLEVELAND COLLEGE

Appendix 7 Children and young people who are vulnerable to sexual exploitation

Research and practice shows certain groups of children and young people are **at greater risk** of being sexually exploited through street grooming.

Children and young people particularly at risk of sexual exploitation include:

- missing or runaway or homeless children
- looked after children
- children with prior experience of sexual abuse, physical abuse or emotional abuse or neglect
- adolescents or pre-adolescents
- girls (current research suggests most victims are girls but boys are also at risk: boys are considered less likely to disclose which may make boys more vulnerable and may explain the gender imbalance in known cases)
- children not in education through exclusion or truancy or children regularly absent from school
- children socially excluded from services such as health services
- children from black and minority ethnic communities
- children from migrant communities
- refugee children and unaccompanied asylum seeking children
- trafficked children
- children with mental health conditions
- children who use drugs and alcohol
- children with learning difficulties and disabilities
- children involved with gangs, with links to a gang through relatives or friends, or living in communities or neighbourhoods where there are gangs
- children with a history of delinquent or criminal behaviour
- children from families or communities with offending behaviours
- children from families where there is substance misuse, domestic violence or parental mental health issues
- young carers
- children living in poverty or deprivation
- children who associate with young people who are sexually exploited
- children lacking friends or lacking friends from the same age group
- children with low self-esteem or low self-confidence
- children who have experienced bereavement or loss
- care leavers.

These signs have been drawn from a range of research (CEOP, 2011; Barnardos, 2012; Berelowitz et al, 2012; Cockbain, E. and Brayley, H., 2012) and from our experience working with sexually exploited children and young people through the NSPCC's **Protect and Respect** service.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who **may** be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

These signs have been drawn from a range of research (Barnardos, 2011; CEOP, 2011; Berelowitz et al, 2012) and from our experience working with sexually exploited children and young people through the NSPCC's **Protect and Respect** service.

It is not the case that a set number of signs mean definitively that a child or young person is a victim of sexual exploitation. The more signs, however, the greater the risk of sexual exploitation. Risk assessment models to indicate when intervention, support and action are required for children and young people at risk of sexual exploitation often describe and categorise three levels of risk factor.

The example below is taken from the London Safeguarding Children Board's safeguarding procedures:

- category 1 (at risk): a vulnerable child who is at risk of being targeted and groomed for sexual exploitation

- category 2 (medium risk): a child who is targeted for opportunistic abuse through the exchange of sex for drugs, accommodation (overnight stays) and goods, etc. The likelihood of coercion and control is significant.
- category 3 (high risk): a child whose sexual exploitation is habitual, often self defined and were coercion / control is implicit (LSCB,2006, p.6).
-

Indicators like the list above are usually grouped and mapped against risk categories. The risk assessment framework in the London Safeguarding Children Board's procedures groups indicators into:

- education
- running away / going missing
- sexualised risk taking
- rewards
- contact with abusive adults and/or risky environments
- coercion / control
- sexual health
- substance use
- emotional health (LSCB,2006, appendices 1 and 2).

See the risk matrix and diagrams in the appendix of the London Safeguarding Children Board's **Safeguarding children abused through sexual exploitation (PDF)** for the individual indicators mapped to each risk level.

It can be difficult to identify children and young people who have been or are being sexually exploited. Children who have been sexually exploited by organised crime networks are often fearful for their safety even after being removed from the exploitative situation. These children may find it very challenging to form trusting relationships with adults in positions of power, for example with child protection professionals or teachers. Young people may not see themselves as victims. They may believe their abuser is their boyfriend and loves them. They may be unwilling to say anything that could get their boyfriend in trouble or cause their boyfriend to become angry or break up with them. In some situations, such as in gangs, there may be the belief that the abuse is normal and a rite of passage. There may not be any peer support for the victim. The child's friends may all be in the same situation, under the control of an abuser or part of the network who is exploiting them. There may be nowhere for the child to go to escape their abusers. They may be dependent on the things they receive such as money, drugs, alcohol, or accommodation. For young people who have a history of offending behaviour or are currently involved with the criminal justice system, there may also be a difficulty in recognising them as a victim and treating their experiences as a child protection issue.

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/identifying_sexually_exploited_children_wda85119.html

Source: Redcar and Cleveland Local Framework and Protocol for the Assessment of Children in Need and their Families (V1 – December 2014)

REDCAR & CLEVELAND COLLEGE

Appendix 8 Teeswide Child Sexual Exploitation Risk Assessment Tool

This risk assessment tool should be used by all professionals working with the children and young people aged 10 plus who are known to VEMT. Professionals may also decide it is appropriate to use the tool to risk asses younger children as nationally children as young as 8 years old have been found to be abused in this way. Boys as well as girls are abused through CSE.

Where a professional has concerns about a child the possibility that the child is being groomed for or is subject to child sexual exploitation should always be a consideration. This risk assessment tool should help them focus on the specific indicators and determine whether further investigations are needed. The tool could be used in supervision, in discussions with parents and carers, with other professionals and with the child.

Many of the indicators of child sexual exploitation are also part of normal teenage behaviours and it is the presence of higher risk factors, or multiple other factors which may be indicators of child sexual exploitation. **Where a child is aged 13 years old or younger the presence of any one high risk factor must be seen as a potential indicator and the child referred to Children's Social Care.**

Professionals need to exercise their own judgement when completing the tool. This includes capturing concerns about which they have some evidence **AND** concerns based on 'their gut feeling'. Staff should differentiate between the two and explain this in the notes section.

The classification of indicators as high, medium or low level is an arbitrary process. Professionals need to use their judgement as factors such as the child's age, any additional vulnerabilities, their history etc. may mean that what for another child would be low level for that child is high level. Workers should feel free to amend the suggested level using that judgement.

Once completed, if it confirms concerns the DP **MUST** make a referral to children's social care (using the Teeswide Referral Form) and should include a copy of the completed Risk Assessment.

If you complete this you must hand it to the Designated Person for Safeguarding either directly or through one of the safeguarding team.

Child/Young Person's Name/Alias/Known:		**Age/DOB:**	
Language Spoken:		**Ethnicity:**	
Legal Status:		**Gender:**	
Local Authority Currently Living in:		**Date of Risk Assessment:**	
Name and job title of person completing:		**Agency and Contact Details:**	

Health Domain		
Indicator	**Suggested Risk Level**	**Present Yes/No/Possible**
Physical injuries such as bruising suggestive of either physical or sexual assault	**High**	
A sexually transmitted infection (STI), that is recurring or there are multiple STI's	**High**	
Repeat/unplanned pregnancy or pregnancies (including ending in termination/miscarriage(s))	**High**	
Sexually risky behaviour	**Medium**	
Self-harming	**Medium**	
Thoughts of or attempted suicide	**Medium**	
Eating disorders	**Medium**	
Evidence of misuse of drugs/alcohol, including associated health problems	**Medium**	
Change in appearance including losing weight, putting on weight	**Medium**	
Learning Disability	**Medium**	
Additional Information		

Behaviour Domain		
Indicator	**Suggested Risk Level**	**Present Yes/No/Possible**
Sexually offending behaviour	**High**	
Truancy/disengagement with education, or considerable change in performance at school.	**Medium**	
Volatile behaviour exhibiting extreme array of mood swings or abusive language which is unusual for the child.	**Medium**	
Aggressive or violent, including to pets/animals.	**Medium**	
Becoming angry, hostile if any suspicions or concerns about their activities are expressed.	**Medium**	
Physical aggression towards parents, siblings, pets, teachers or peers.	**Medium**	
Detachment from age-appropriate activities.	**Medium**	
Secretive behaviour.	**Medium**	
Known to be sexually active.	**Medium**	
Low self-image, low self-esteem.	**Medium**	
Young offender or anti-social behaviour.	**Medium**	
Sexualised language.	**Medium**	
Hostility in relationship with parents/carers and other family members.	**Medium**	
Getting involved in petty crime such as shoplifting or stealing.	**Low**	
Additional Information		

Grooming Domain		
Indicator	**Suggested Risk Level**	**Present Yes/No/Possible**
Entering or leaving vehicles driven by unknown adults.	High	
Excessive use of mobile phones including receiving calls late at night.	High	
Reports that the child/young person has been seen in places known to be used for sexual exploitation.	High	
Unexplained relationships with older adults.	High	
Associating with other young people who are known to be sexually exploited, including in school.	High	
Sexual relationship with a significantly older person.	High	
Phone call, texts or letters from unknown adults.	High	
Mobile phone being answered by unknown adult.	High	
Inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet. Note adults may pose as peers to entrap the child.	High	
Accounts of social activities with no plausible explanation of the source of necessary funding.	High	
Having keys to premises other than those they should have.	High	
Possession of money with no plausible explanation.	High	
Acquisition of expensive or sexual clothes, mobile phone or other possession without plausible explanation.	High	
Having new mobile phone, several mobile phones, especially Blackberry or I Phone – (because messages cannot be traced). Always have credit on their mobile phones, despite having no access to money or having no credit so phone can only be used for incoming calls.	High	
Recruiting others into sexual exploitation.	High	
Seen at public toilets known for cottaging or adult venues (pubs and clubs).	High	
Adult loitering outside the child/young person's usual place of residence or school.	High	
Leaving home/care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older young people).	High	
Wearing an unusual amount of clothing (due to hiding more sexualised clothing underneath or hiding their body).	High	
Persistently missing, staying out overnight or returning late with no plausible explanation.	High	
Returning after having been missing, looking well cared for in spite of having no known home base.	High	
Returning after having been missing looking dirty, dishevelled, tired, hungry, and thirsty.	High	
Missing for long periods, with no known home base and/or homeless.	High	
Possession of excessive numbers of condoms.	Medium	

New contacts with people outside of town.	Medium	
Additional Information		

Looked After Children Domain		
Indicator	**Suggested Risk Level**	**Present Yes/No/Possible**
Living in residential care.	High	
Frequently missing from placement.	High	
Multiple placement breakdowns.	Medium	
Going missing with other children.	Medium	
Additional Information		

Family and Social Domain		
Indicator	**Suggested Risk Level**	**Present Yes/No/Possible**
A family member or known associate working in the adult sex trade.	High	
Unsure about their sexual orientation, or unable to disclose sexual orientation to their family.	High	
History of physical, sexual and/or emotional abuse; neglect.	Medium	
Witness to domestic violence at home.	Medium	
Parental difficulties; drug and alcohol misuse, mental health problems, physical or learning difficulty. Being a young carer.	Medium	
Pattern of street homelessness or sofa surfing.	Medium	
Living in a Hostel, B&B or Foyer accommodation.	Medium	
Conflict at home around boundaries, including staying out late.	Medium	
Recent bereavement or loss.	Medium	
Gang association either through relatives, peers or intimate relationships.	Medium	
Lacking friends their own age.	Medium	

Living in a gang neighbourhood.	Medium	
Additional Information		
E Safety Domain		
Indicator	**Suggested Risk Level**	**Present Yes/No/Possible**
Evidence of sexual bullying and/or vulnerability through the internet or social networking sites.	High	
Concern that inappropriate images of a young person are being circulated via the internet/phones.	High	
Exchanging inappropriate images for cash, credits or other items.	High	
Receiving gifts through the post from someone the young person does not know.	High	
Concern that a young person is being coerced to provide sexually explicit images.	High	
Concerned that a young person is being bribed by someone for their inappropriate online activity.	High	
Concern that a young person is selling sexual services via the Internet.	High	
Accessing dating agencies via mobile phones.	Medium	
Unexplained increased mobile phone/gaming credits.	Medium	
Going online during the night.	Medium	
Being secretive using mobile phone for accessing websites etc., more than computers.	Medium	
Unwilling to share/show online or phone contacts.	Medium	
Concerns that young person's online friendship has developed into an offline relationship.	Medium	
Concern that a young person is having an online relationship.	Medium	
Sharing of inappropriate images amongst friends.	Medium	
New contacts with people outside of town.	Medium	
Increased time on web cam, especially in bedroom.	Medium	
Spending increasing amount of time with online friends and less time with friends from school or neighbourhood.	Low	
Spending increasing amount of time on social networking sites including Facebook or on shared gaming sites.	Low	

Total High (H) Medium (M) Low (L) concerns identified.					
H		**M**		**L**	

If professionals are still unsure of the level of risk once the form has been completed, please refer to the VEMT checklist as detailed in the VEMT Pathway Document to assist decision making

OFFICIAL - SENSITIVE

G 02-22

OPERATION SHIELD

VULNERABLE EXPLOITED, MISSING, TRAFFICKED (VEMT)

SHIELD Protecting Our Communities From Exploitation

CLEVELAND POLICE

This form should be used by Local Safeguarding Children Board partner agencies to share information with the Police regarding a person being vulnerable, exploited or missing and child sexual exploitation may be connected. This could be occurring in a particular venue/location or involve particular vehicles etc.

It can also be used to share information regarding victims of human trafficking and possible Perpetrators of VEMT related incidents.

The information is then recorded on the Police Intelligence System to support the Police and partner agencies in their work towards VEMT. This form must not to be used to share concerns regarding individual children/young people. This information should be shared by using the Safer Referral Form available on www.teescpp.org.uk

Date/time of report:	

DETAILS OF PERSON SUBMITTING

Name			
Post/job title			
Agency			
Tel No. Work:			
Mobile No (if available):			
Email:			
Witnessed Incident	☐ Yes ☐ No	3rd Party Reporting	☐ Yes ☐ No

SOURCE DETAILS IF NOT REPORTING PERSON

These are details of the person who witnessed the incident or supplied the reporting person the information

Name	
Post/job title	
Agency	
Tel No. Work:	
Mobile No (if available):	
Email:	
Is the source willing to engage with Police?	☐ Yes ☐ No

TO BE COMPLETED BY THE REPORTING PERSON

SOURCE EVALUATION	A. Always reliable	B. Mostly reliable	C. Sometimes reliable	D. Unreliable	E. Untested source
	☐	☐	☐	☐	☐

INFORMATION EVALUATION	1. Known to be true without reservation	2. Known personally to the source but not the person reporting	3. Not known personally to the source but corroborated	4. Cannot be judged	5. Suspected to be false
	☐	☐	☐	☐	☐

INFORMATION

Please provide as much detail as possible about the incident using Aide Memoire below, including the circumstances of how the information was received

Please e-mail completed form to: force.intelhub@Cleveland.pnn.police.uk (secure Police address). If urgent contact the Force Intelligence Hub direct on 01642 301222/301239.

HUB INTELLIGENCE STAFF

ON RECEIPT OF THIS FORM FOLLOW FORCE V.E.M.T. PROCESS

AIDE MEMOIRE IN RELATION TO DETAILS REQUIRED FOR CSE INFORMATION REPORT

- Dates/times of incident(s) the report makes reference to.
- Full name, address and DOB of **all** persons involved (including nicknames).
- Details of trading name / premises of interest (newsagents take away, off licence etc).
- How did the relationship start? / What is believed to be the nature of the relationship?
- Has the child / young person confirmed the existence of the relationship to any person?
- Known mutual associates of the child / young person and adult involved.
- Addresses / locations and days / times of activity taking place.
- Method and times of communication / contact between the parties (including specific detail i.e. social network site account names and numbers / email addresses / telephone numbers.
- Details of any incitement, reward or coercion for sexual activity.
- Details of any payment or other transactions to or from a third party in connection with the sexual activity.
- Details of vehicles used. (Make & Model, Colour, Vehicle registration number).

REDCAR & CLEVELAND COLLEGE

Appendix 9 SAFEGUARDING CONCERN FORM

CONFIDENTIAL ~ record of concern and action taken

MEMBER OF STAFF REPORTING INCIDENT/CONCERN/DISCLOSURE/ ALLEGATION:

Name	
Faculty/area	
Date and time concern disclosed to you	
Date and time concern recorded	

LEARNER:

Name		**Date of birth**	
Address			
Any special needs: **YES** ☐ **NO** ☐	**If YES, description:**		

PERSON WHO REPORTED CONCERN TO YOU (*IF NOT THE NAMED LEARNER*)

Name	

FACTUAL DESCRIPTION OF CONCERN/DISCLOSURE/ALLEGATION:
Be clear about the concern. Do not make assumptions but do not ask questions, just listen and record exactly what is said. You should also note presentation (for example emotional state) and any visible signs of abuse, ie bruises or other injuries.

Referred to Safeguarding Designated Person (DP)

Name		**Date**		**Time**	

THIS FORM MUST BE GIVEN IMMEDIATELY TO THE DP, WHO WILL ARRANGE FOR IT TO BE ACTIONED AND STORED CONFIDENTIALLY AND SECURELY. **YOU MUST NOT KEEP A COPY!** ***(ALTHOUGH YOU SHOULD KEEP A GENERAL NOTE IN YOUR RECORDS)***			
Referral discussed with child or vulnerable adult	**YES** ☐ **NO** ☐	**Consent given to refer**	**YES** ☐ **NO** ☐
Discussed with parent/guardian (if appropriate)	**YES** ☐ **NO** ☐	**Consent given to refer**	**YES** ☐ **NO** ☐

Reason for not seeking consent or reason given by learner/parent for not wanting matter to be referred (if applicable):

Are there any other children/vulnerable adults living in the same setting who could be at risk?	**YES** ☐ **NO** ☐
If YES, how many? ☐	**Ages, if known:**

Other professionals involved (e.g. Connexions, Social Worker)?	**YES** ☐ **NO** ☐
If YES, brief summary:	

ACTION TAKEN by Designated Person:

Verbally referred to:	
Date and time:	
Written confirmation sent to:	
Date and time:	
Referral accepted?	**YES** ☐ **NO** ☐

Outcome and further action (including response from Social Services):

REDCAR & CLEVELAND COLLEGE

Appendix 10 International Students

The college is strongly committed to safeguarding our international students. Whilst these are 19+ students the college ensures that they enjoy a safe and supportive environment.

The recruitment process involves a T4 Confirmation of Acceptance of Students. In effect this means that all students are only accepted after clear checks are made. These include:

- A letter of sponsorship from an employer
- A passport check
- A check of relevant qualifications.

The students will then receive a 'ULN' and may apply for a visa.

On acceptance the learner receives an induction which includes:

- Their registration with Border Control
- Their adult partner's registration with Border control

The students also receive an induction to the college which includes all relevant processes including those relevant to safeguarding. They are made aware of PREVENT and its relevance to them. As Redcar and Cleveland is one of England's two least diverse boroughs this is more likely to alert them to support available following any abusive behaviour towards them.

The college has an International Student Liaison Officer who promotes their welfare. This staff member actively helps settle the students in the area. For example:

- Meets and greets
- Helps sort out hotels for the first two weeks of their arrival
- More permanent accommodation in areas more culturally appropriate
- Helps registration with the Police, banks and doctors
- Supports their children into schools

The college also provides a multi faith prayer room and wash faciliites. It also allows for culturally different groups to be taught independently where this is necessary to promote good learning.

REDCAR & CLEVELAND COLLEGE

Appendix 11 Female Genital Mutilation

1. Purpose and content

The purpose of this appendix of the College Safeguarding Policy is to provide a clear set of guidelines to staff regarding the actions they must take if they become aware that female genital mutilation has been performed, or is planned to be performed, on a female.

The College Safeguarding Policy has been developed in line with statutory guidance and the locally agreed inter-agency procedures put in place by the Stockton Local Safeguarding Children Board and the Teeswide Safeguarding Adults Board. The policy applies to all learners and all staff (including agency and hourly paid staff) irrespective of anyone's position or role in the College, together with Governors and any workers who are at the College on a voluntary/placement/other professional basis.

The term 'staff' is used throughout this appendix as a generic term that encompasses all groups of workers as outlined in the paragraph above.

2. Definitions

The key terms in this document are defined as:

· **Child:** Those under the age of eighteen.

· **Female Genital Mutilation (FGM):** Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse, for those aged under 18, with long-lasting harmful consequences.

3. Relevant external guidance

Department for Education (DfE) September 2016: Keeping children safe in education; statutory guidance for schools and colleges outlines the statutory duty on teachers, introduced in October 2015, under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The guidance also outlines that those teachers failing to report such cases will face disciplinary sanctions.

4. Actions to be taken in response to FGM

All staff must maintain an attitude of 'it could happen here' and be vigilant. Staff must respond immediately if there is any indication that FGM has been performed on any female. Females in this instance includes learners, staff, volunteers, learners on placements and any other female in the College or wider community.

Curriculum delivery staff (e.g. teachers and lecturers) must report the information they have become aware of direct to the Police if the female is under 18. Unless the teacher/lecturer has a good reason not to, they should then report the case to social services and discuss the case with the College Designated Lead for Safeguarding or one of the Deputy Designated Persons in his absence, following the referral routes as outlined in the Safeguarding Policy.

Staff should report information of FGM on a female aged 18+ to the College Designated Lead for Safeguarding or one of the Deputy Designated Persons in his absence, following the referral routes as outlined the Safeguarding Policy.

All other staff should report information of FGM to the College Designated Lead for Safeguarding or one of the Deputy Designated Persons in her absence following the referral routes as outlined in Appendix A (child and adult protection) of the Safeguarding Policy.

Note: staff **must not** perform examinations of any kind on the female/s concerned.

REDCAR & CLEVELAND COLLEGE

Appendix 12 Recruitment Risk Assessment Panels

Safeguarding Risk Assessment Panels

1. Purpose and content

The purpose of this appendix of the College Safeguarding Policy is to provide a clear set of guidelines to applicants, parent/carers, learners and staff regarding safeguarding risk assessment panels, including their role in the admissions process.

2. Safeguarding risks

Learner applications

All applicants are required to confirm whether they have any unspent criminal convictions on both application and enrolment forms. Applicants for courses that will involve a placement working with children and/or vulnerable adults are required to confirm whether they have any criminal convictions that have not been filtered under the Rehabilitation of Offenders (ROA) Act 1974 (Exceptions) Order 1975 (as amended in 2013).

Applicants who declare they have convictions will be provided with a standard College form to provide details of the offence/s, the date the offence/s was committed and the circumstances arising at the time/s, if appropriate.

Applicants will also be provided with a letter that explains why the College is asking for the information and the risk assessment process that will be undertaken. Disclosures will be treated confidentially and placed in a sealed envelope and passed directly to the Principal's PA who will log the information before passing it for review to the College Designated Lead for Safeguarding.

The Designated Lead for Safeguarding in conjunction with the relevant college managers will review the disclosure and make one of the following judgements:

Green: The offence/s disclosed is judged to have no implications for safeguarding of the College community or others in any placement the learner may undertake as part of their programme

Amber: The offence/s disclosed is judged to have no implications for safeguarding of the College community, however, there may be some placement considerations (e.g. due to issues such as a history of theft)

Red: The offence/s disclosed is significant (e.g. sexual offences and those involving violence, terrorism and the supply of drugs) and is judged to have implications for safeguarding of the College community or others in any placement the learner may undertake as part of their programme

Where a 'Green' rating has been applied the applicant will be informed, by the information, advice and guidance (IAG) team at the application stage or the course team at the enrolment stage that they can progress to the next stage of the application/enrolment stage as appropriate.

Where an 'Amber' rating has been applied the applicant will be informed, by the IAG team at the application stage or the course team at the enrolment stage, that they can progress to the next stage of the application/enrolment stage as appropriate but they may be provided with appropriate IAG by the course team and the relevant head of department will review, and may amend, planned placements.

Where a 'Red' rating has been applied the Designated Lead for Safeguarding, or the Assistant Principal Curriculum and HE in their absence, will invoke a safeguarding risk assessment panel and will chair the panel. The panel will involve the relevant head of faculty and another appropriate manager. Written records of the risk assessment panel and outcomes will be maintained by the Customer Services Manager.

The Designated Lead for Safeguarding or the Assistant Principal Curriculum and HE in their absence, will inform the applicant of the outcome safeguarding risk assessment panel, normally by letter.

Other circumstances
The College reserves the right to conduct a risk assessment on any applicant or any learner at any time. Risk assessment panels may be invoked by the Designated Lead for Safeguarding or the Assistant Principal Curriculum in their absence, when an applicant has already been made an unconditional or conditional offer of a place on a course and when learners are already on course. This may be in response to a range of circumstances including information on a Disclosure and Barring Service (DBS) certificate that was not disclosed at the application/enrolment stage and information received from social services, the police and other relevant agencies or organisations.

3. Risk assessment panel outcomes
The risk assessment panel will determine whether:
An applicant should be:

- offered an unconditional place
- offered a conditional place and what those conditions should be
- refused a place at the College

An offer of a place on a course that has already been made to an applicant will:

- be upheld with no conditions
- have identified conditions applied
- be withdrawn
- A learner who is already on a course:
- can continue, with no conditions
- can continue, subject to identified conditions
- will be withdrawn

If the outcome is that an applicant is refused a place at the College, an offer of a place to an applicant is withdrawn or a learner on programme is withdrawn, the decision will be communicated in writing to the applicant or learner. This letter will be copied to the parent/carer for a learner under the age of 18.

4. Timescales
An initial review will be carried out within two working days of the information being received. Subsequent timescales will be dependent on a range of factors including the potential need to obtain further information from external sources (e.g. social services or previous educational providers) but the process will be carried out in a timely way to resolve application/enrolment status at the earliest possible opportunity. Please note a learner already on programme may be suspended during this process.

5. Appeals
Applicants who have been refused a place at the College or have had an offer of a place withdrawn; and learners on programme who have been withdrawn due to a safeguarding risk assessment panel, may appeal against this decision. Appeals must be made in writing and must be received by the College within 15 working days of the date of the panel outcome letter.
The appeal should be sent to Principal's PA Helen Carter Smith to the main College address: Corporation Road, Redcar. TS101EZ or by email to hcartersmith@cleveland.ac.uk . Appeals will be heard by a member of the Senior Leadership Team, usually the Deputy Principal, who will consider each individual case and confirm their decision to the applicant or learner in writing.
For the purposes of this policy, an appeal is defined as a request for a formal review of the outcome of a safeguarding risk assessment panel. The appellant may appeal a decision regarding the outcome of the panel if they feel that the panel was not conducted in accordance with this policy or that the decision did not take account of the available evidence or was unreasonable, given the evidence available. In making an application for an appeal the grounds for appeal must be made clear.

REDCAR & CLEVELAND COLLEGE

Admissions Panel Risk Assessment

Name		**Date**	
Course Applied For			

Disclosure	**Yes**	**No**
Does the applicant have any charges pending, criminal convictions cautions (inc. verbal) reprimands final warnings bind over orders?		
Has the applicant been sent and completed a disclosure form?		
Does the disclosure directly impact on course application?		
Does disclosure relate to offences:		
• Sexual or violent		
• Drug related - dealing or trafficking		
• Arson		
• Children or vulnerable adults		
• Extremist behaviour		
• Involve weapon or bladed article		
Relevant Notes:		

Previous or Excluded Students	**Yes**	**No**
Has the learner been excluded previously?		
Has the learner had previous misconduct history ?		
Relevant Notes:		

Statements	**Yes**	**No**
Have statements been received from:		
• Applicant		
• Parent		
• Carer		
• Other source (Comment below)		
Relevant Notes:		

Identification of Potential Hazards	**Low**	**Med**	**High**
1.			
2.			
3.			
4.			

Actions to Manage Risk (Support Arrangements)

Summary of any Documents Reviewed by Panel

Panel Decisions:	✓
Admit the applicant on the basis of the evidence presented	
Admit the applicant subject to agreed contract of conduct	
Recommend continued exclusion or non-admittance due to the risks presented to the institution RE: safeguarding	
Actions:	

Panel Membership	Name	Date
Designated Person: Safeguarding		
Head of Customer Services		
Head of Faculty		
Course Leader		
Learning Progress Tutor		

Decision Approved By:		
SLT Member	**Signature**	**Date**
If Panel decision is not approved state reason why:		

Note: decisions may be appealed within the framework of the complaints process. Appeals will be dealt with by an SLT member independent of the panel

REDCAR & CLEVELAND COLLEGE

Appendix 13 Peer on Peer Abuse

Peer on Peer Abuse (including bullying, cyber-bullying and sexting)

1. Purpose and content

The purpose of this appendix of the College Safeguarding Policy is to provide a clear set of guidelines to staff regarding the actions they must take if they become aware that a learner is at risk of abuse from peers including through bullying, cyber-bullying and sexting.

The College Safeguarding Policy has been developed in line with statutory guidance and the locally agreed inter-agency procedures put in place by the Redcar and Cleveland Local Safeguarding Children Board and the Tees-wide Safeguarding Adults Board. The policy applies to all learners and all staff (including agency and hourly paid staff) irrespective of anyone's position or role in the College, together with governors and any workers who are at the College on a voluntary/placement/other professional basis.

Please note that the term 'College' is used throughout this appendix, as a generic term that encompasses all organisations within the wider College group; namely Redcar and Cleveland College. The term 'staff' is also used as a generic term that encompasses all groups of workers as outlined in the paragraph above.

2. Definitions

The key terms in this document are defined as:
Child: Those under the age of eighteen

Vulnerable Adult: For the purpose of safeguarding, and the College duty of care, a vulnerable adult is defined as any adult considered to be at risk

Education and Health Care Plan (EHCP): From September 2014 EHCPs began to replace Statements of special educational needs and Learning Difficulty Assessments from those under the age of 25. An EHCP outlines information about the person including how they communicate, what support they need and what they would like to achieve

Bullying: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless. Bullying can take many forms, including:

- Verbal: e.g. name calling, sarcasm, threatening & teasing
- Physical: e.g. pushing, hitting, kicking, punching or any use of physical aggressive contact
- Social: e.g. ignoring, spreading rumours or treating someone like an outsider
- Psychological: e.g. stalking & intimidation

Cyber-bullying: 'Virtual' bullying using technology (e.g. chat rooms, instant messaging, email & mobile phone) which can occur in or outside College. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, as people can forward on content very quickly and easily

Sexting: Whilst professionals refer to the issue as 'sexting' there is no clear definition. Many professionals consider sexting to be sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet but learners may be more

likely to interpret sexting as writing and sharing explicit messages with people they know. Creating and sharing sexual photos and videos of under-18s, including selfies, is illegal

Harassment: Any conduct which is unwanted by a learner, which affects the dignity of the learner or group of learners in the College. Harassment may be repetitive or an isolated occurrence against one or more learners

3. External guidance

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching) and emotional abuse (including bullying). Department for Education (DfE) September 2016: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up.'

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the College to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities).

Bullying, including cyber bullying, can be involved in any type of abuse and is often motivated by prejudice or ignorance due to actual or perceived differences between people or groups of people. People who are lesbian, gay, bisexual or transgender (LGBT), those from minority ethnic groups, or those with disabilities and/or learning difficulties can be more vulnerable to this form of abuse and the College takes it duty to protect more vulnerable learners very seriously. Peer on peer abuse should be addressed as a child or vulnerable adult protection concern when there is reasonable cause to suspect that a child or vulnerable adult is suffering, or is likely to suffer, significant harm. Sexting involving those under the age of 18 must always be referred to a Designated Person.

4. Actions

The following actions must be taken by all staff:

- All staff and learners have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken
- Staff must ensure ground rules are set in induction and that learners are made aware of the importance of adhering to fundamental British values, what constitutes abuse (including bullying and cyber-bullying) and how any incidents of abuse will be addressed through the Student Misconduct Procedure
- Programme leaders/learning progress tutors for under 18s, and those under the age of 25 in receipt of an EHCP and/or high needs funding, must ensure learners

understand how to stay safe from abuse through the tutorial programme and course delivery.

- Staff receiving reports of abuse, including incidents that take place off College premises, must take appropriate action to follow up all allegations/incidents and trigger an investigation which will be managed in line with the Student Misconduct Procedure. Sanctions against perpetrators may include suspension whilst an investigation takes place and permanent exclusion
- Staff must ensure appropriate managers are notified.
- All staff involved must carefully consider the potential impact of the abuse on both the perpetrator/s and the victim/s and refer those involved for additional support from the welfare team as appropriate. Significant concerns must be referred to a Designated Person for safeguarding following the referral routes outlined in Appendix A (child and adult protection) of the Safeguarding Policy
- The Designated Person will consider referring learners and their parents/carers to other agencies where appropriate. This may include referral for counselling and to the police as although some types of abuse (e.g. bullying) may not be a specific criminal offence in the UK, some types of harassing or threatening behaviour could be a criminal offence (e.g. under the Protection from Harassment Act 1997)
- All allegations/incidents must be recorded and learners involved told what is being recorded, in what context, and why
- Any incident of abuse must be discussed with the learners' parents/carers for under 18s and those under the age of 25 in receipt of an EHCP and/or high needs funding, and with the appropriate school where appropriate (for Y10/Y11s) by relevant college manager. An agreement must be reached as to what action should be taken subject to compliance with the Student Misconduct Procedure.

5. Useful contacts

- NSPCC Helpline 0808 800 5000
- ChildLine 0800 500 / www.childline.org.uk
- Kidscape www.kidscape.org.uk
- Anti-Bullying Alliance www.antibullyingalliance.org
- Bullying UK www.bullyinguk.org.uk