

<b>Name of Policy</b>	SAFEGUARDING POLICY		
<b>Purpose</b>	To ensure the College adopts practices that will support the safeguarding of students within its care.		
<b>Author / Job Title</b>	Designated Safeguarding Lead		
<b>Equality Assessment By Whom</b>	Vice Principal; Curriculum and Quality Designated Safeguarding Lead	<b>Date</b>	08/2021
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<b>Approved by</b>	SMT	September 2021	
	Corporation	October 2021	
<b>Related policies or procedures or parent policy if applicable</b> <b>Related legislation</b>	Child & Adults at Risk Protection Policy and Procedures Work Related Learning Policy Health and Safety General Statement Risk Assessment documentation Safer Recruitment & Vetting Policy and Procedures Tutorial Scheme of Work Student Anti-Harassment and Bullying Policy Staff Disciplinary Procedures Staff Professional Practice Guidelines Acceptable Behaviour Policy and Procedures E-Safety Policy Social Media Policy 14-16 Safeguarding Statement Keeping Children Safe in Education (2021) Working Together to Safeguard Children (2015) Prevent Duty Guidance 2016 CESCIB Procedures Manual		
<b>Groups/bodies consulted in the development of the policy</b>	Supporting Children In Educational Settings		
<b>To be published on College website</b>	Yes		

## SAFEGUARDING POLICY

### Purpose

The Government has defined the term 'safeguarding' as:

*'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.'*

The Corporation recognises it has a statutory and moral duty to ensure that Macclesfield College functions with a view to safeguarding and promoting the welfare of **ALL** students receiving education and training at the College. The College's Safeguarding Policy is approved by the Corporation. There is a nominated Member of the Corporation who receives additional training in Safeguarding matters and who is a Member of the Safeguarding Strategy Committee.

**Scope:** All students, staff, governors and visitors to the site

**Responsibility:** The Corporation  
Principal  
Designated Safeguarding Lead (DSL)  
Safeguarding Strategy Committee

### Objectives

The objectives of Safeguarding are to help keep all students safe through:

- 1 The provision of a safe and healthy environment for students in which to learn
- 2 Delivering an appropriate safeguarding curriculum through tutorial and learning programmes
- 3 Ensuring Human Resources policies and procedures contain effective safeguarding measures
- 4 Appropriately meeting the needs of vulnerable students (those at risk of not achieving due to negative external factors or non-academic issues such as homelessness, cared for, care leavers)
- 5 Providing staff with safeguarding training consistent with their responsibilities, to enable them to take appropriate action.
- 6 Having appropriate measures in place to challenge and minimise the impact of bullying and harassment
- 7 Dealing effectively with concerns relating to the protection of children and adults at risk, including having due regard to the need to prevent people from being drawn into terrorism

### POLICY

Safeguarding at a strategic level is led by the Principal with additional support from 6 Managers responsible for a specific area of safeguarding. The areas are:

- HR policies and practices including staff recruitment – Director of Human Resources
- Protection of Children and Adults at Risk – Designated Safeguarding Lead
- Tutorial Curriculum – Vice Principal; Curriculum and Quality
- E-Safety – IT Manager
- Health and Safety – Site Manager
- Educational Visits/Work Placement – Assistant Principal Quality

Please see Appendix 1 for the terms of reference for the Safeguarding Strategy Committee.

The College will achieve the objectives of Safeguarding by ensuring:

#### *HR policies and practices*

- That robust Human Resources policies are adhered to and monitored through staff induction and appraisals
- The practice of safe recruitment in checking the suitability of all staff, volunteers and service providers to work with all student groups, including identity checks and valid references is adhered to
- All governors, staff, volunteers and service providers have an up-to-date DBS check at the appropriate level compliant with the College's agreed HR policies. This also applies to College nominated governors of the Academy
- All staff are aware of what constitutes inappropriate relationships with students and that it is a criminal offence under the Sexual Offences Act 2003 (abuse of position of trust) to enter into a sexual relationship with students under 18, even if that relationship is consensual
- All staff, volunteers and governors have appropriate safeguarding training for their level of responsibility

#### *Tutorial Curriculum*

- The Anti-Bullying and Harassment and the acceptable behaviour policies and procedures are adhered to and monitored
- All students will receive tutorial support appropriate to their age, stage and programme and tutorial programmes are designed to support students' learning and development
- The establishment of a learning environment where students feel secure, are encouraged to talk and are listened to whilst they learn and develop
- That Parents/Carers are informed of the College's Safeguarding policy and Child Protection policy and procedures in a timely manner

#### *Child Protection and Adults at Risk*

- Separate Child and Adult at Risk Protection Policy and Procedures are adhered to
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL / Child Protection Officers
- Students are informed of the support available if they are worried or have concerns

#### *Health and Safety*

- Appropriate training and guidance is provided to all staff and students to ensure they understand their responsibilities with regards to evacuation / lockdown
- Appropriate systems of inspection, monitoring and review are maintained
- That staff, students and visitors follow safe working practices at all times
- Health and Safety Inductions for all students are comprehensive and monitored

#### *Work Placement*

- That a robust Work Placement policy and procedures are adhered to and monitored
- That staff and students are provided with the appropriate training and students are supervised throughout their placement
- That all school pupils are provided with the appropriate guidance and support whilst on site and that staff are aware of the particular requirements of this cohort
- That all employers are fully briefed on their obligations relating to the College's Safeguarding Policy

#### *E-Safety*

- That a robust E-Safety policy and procedures are adhered to and monitored
- Students and staff are educated and supported in staying safe online which is the subject of a specific E-Safety Policy

### *Apprenticeship*

- Apprentices are appropriately trained and risk assessed in the work place
- That all employers are fully briefed on their obligations relating to the College's Safeguarding Policy

## **SAFEGUARDING TRAINING**

In all cases Human Resources will work with the Designated Safeguarding Lead to ensure that all staff receive the appropriate training in a timely manner and that all training is reviewed annually.

Training for staff will include the following:

- The Principal, DSL, nominated governor and nominated deputies attend the required multi agency Child Protection training and thereafter refresher training at 1 yearly intervals
- All full time and part time staff are provided with basic awareness training for Safeguarding at induction and receive additional training as appropriate (with a maximum of 3 years between sessions)
- Temporary (hourly paid) staff and volunteers are provided with information on the College's arrangements for Safeguarding and their personal responsibilities
- Training on the correct use of technology, how to identify hazards, how to deal with them and the safe working practices for social network sites
- Training on safe recruitment procedures as appropriate
- Training on the Anti-Bullying and Harassment policy and procedures
- Training on the Acceptable Behaviour policy and procedures in conjunction with the Fitness to Study Policy
- Health and Safety inductions for new staff
- Training for staff on protocols relating to 14-16 year olds on site
- Training as appropriate for conducting risk assessments

Training for students will include:

- E-Safety Training
- Tutorials concerning Safeguarding Topics and Fundamental British Values

## **REVIEW & REPORTING**

Strategic issues regarding Child Protection, Anti-Bullying and Harassment and Prevent issues will be discussed by the Safeguarding Strategy Committee termly to determine trends.

Child Protection, Anti-Bullying and Harassment and Prevent operational issues will be reported to the Senior Management Team monthly.

A termly report on how the College is achieving the objectives of the Safeguarding Policy will be presented to the Safeguarding Strategy Committee.

The Corporation will receive an annual report in November with a midyear report in March/April.

This policy and related activity will be subject to an annual review by the Safeguarding Strategy Committee, which will make any appropriate recommendations to the Corporation.

## **RECORD KEEPING**

Records must be kept of all stages of any allegation, suspicion or incident of child abuse/concern and the subsequent investigation. These will be kept securely within Student Central where in relation to external abuser. There will be further records kept within HR where in relation to allegations against staff members. Copies should not be kept by the originating division. Records will be kept for the appropriate length of time in line with GDPR 2018 guidelines.

Anti-Bullying and Harassment records will be held centrally by the Welfare Lead until the student leaves College at which point they will be added to the student file and retained in line with GDPR 2018 guidelines.

## **Appendix 1 SAFEGUARDING STRATEGY COMMITTEE**

### **TERMS OF REFERENCE**

1. To review termly and assess the effectiveness and appropriateness of:
  - any activity related to the Safeguarding Policy
  - training undertaken by staff, volunteers and governors in relation to Safeguarding
  - the content of the Safeguarding Policy
  - the Safeguarding Action Plan
2. To agree the annual and midyear report on the above with recommendations for developments. The report to be received and the recommendations considered by the Safeguarding Strategy Committee and forwarded to Macclesfield College Corporation.

### **Proposed Membership**

Governor with responsibility for Safeguarding  
Vice Principal for Curriculum and Quality (Chair)  
Assistant Principal for Curriculum  
Welfare Lead (DSL)  
Assistant Principal of Quality and Professional Development  
Director of Human Resources  
Head of Estates  
Maxim Representative  
Learner Services Representative

## **Appendix 2 DEFINITIONS OF ABUSE**

Further information is available from Keeping Children Safe in Education September 2020

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children

### **Neglect**

The persistent failure to meet a child's physical and psychological needs, likely to result in the serious impairment of their health or development. It may involve:

- failing to provide adequate food, shelter and clothing
- failing to protect a child from physical harm or danger
- failure to ensure access to appropriate medical care or treatment
- neglect of a child's basic emotional needs
- failure to ensure satisfactory education

### **Physical Abuse**

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

### **Sexual Abuse**

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve:

- physical contact including penetrative or non-penetrative acts
- non-contact activities, such as involving children in looking at, or in the production of sexual images or watching sexual activities
- encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Child sexual exploitation (CSE): is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

### **Peer on peer abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence and sexual harassment see Annex B.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and •
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).bullying (including cyberbullying);

### **Emotional Abuse**

The persistent emotional ill-treatment of a child so as to cause severe and adverse effects on their emotional development. It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## **Additional forms of Abuse**

### **Domestic Abuse**

Domestic abuse is defined as any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between individuals aged 16 years and over who are or have been intimate partners or family members regardless of gender or sexuality.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is an unacceptable form of abuse and violence against girls and women; it is known as female circumcision and is illegal in the UK under the FGM Act 2003. FGM is practised in at least 28 African countries as well as countries in Middle East and Asia.

Research in the UK has identified three key communities, Somalis, Kenyans and Nigerians. These groups have both a higher prevalence of FGM and a significant UK Population. The practice tends to occur in areas of high populations of FGM practising communities. Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffering FGM. The practice is usually carried out on girls between infancy and 15 years.

Section 5B of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’

cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

### **Forced Marriage (FM) / Honour Based Violence (HBV)**

Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although, there is evidence to suggest that as many as 15% of victims are male. Forced Marriage is a criminal offence, the offences can include, abduction, physical violence, threatening behaviour. Sexual Intercourse without consent is rape

### **Breast Ironing**

Also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

### **Hidden Harm**

The effects on the young person as a result of a parent or carers misuse of substances such as drugs or alcohol.

### **Prevent, Radicalisation and Extremism**

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Keeping Children Safe in Education (2016) states: 'The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015.

Young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity. College staff should be aware of signs of radicalisation and have the confidence to report their concerns to the Safeguarding Team.

The College will also promote the ethos of the 'Prevent' agenda by encouraging free and open debate but challenging extreme views. It will encourage through its classroom practice, theme weeks and induction activities, a belief in Equality of Opportunity and the celebration of Diversity.

The College will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.

The College has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the College and must take such steps as are reasonably practicable to secure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of the College and could constitute misconduct.

The College will provide appropriate support through its own staff or by referral to external agencies, for any student in danger of radicalisation.

### **Teenage Relationship Abuse**

Abuse in young people's relationships can involve the same forms of controlling and coercive behaviour, physical, emotional, psychological, financial and sexual violence and abuse as seen in adult relationships.

### **Sexual violence and sexual harassment between children in schools and colleges**

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **The response to a report of sexual violence or sexual harassment**

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

### **Disclosure Handling**

Staff will be explicit at the beginning of a conversation with a student that confidentiality may not be possible. It will depend on the nature of the disclosure and its impact on the well-being and safety of the learner or other. The learner will be informed when information has to be passed on and will be encouraged to do this for themselves whenever this is possible. Please refer to the Child Protection reporting procedures.

### **Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

## **Additional forms of abuse relevant to Adults at Risk**

### **Financial Abuse**

Including theft, fraud, exploitation, the misuse of possessions or benefits and pressure applied in relation to financial transactions.

### **Discriminatory Abuse**

This includes discrimination on the basis of race, culture, language, religion, gender, age, sexuality or disability and includes hate crime incidents

### **Unlawful deprivation of liberty**

Restrictions or restraint can take away a person's freedom and so deprive them of their liberty. This may happen if restraint is used frequently or for extended periods, or a number of different restrictions are in place. There is no clear definition of when the use of restrictions and restraint crosses the line to depriving a person of their liberty.

### **Institutional**

Institutional abuse occurs when the systems, processes and/or management of these is failing to safeguard a number of adults leaving them at risk of, or causing them, harm.