

Child Protection and Safeguarding Policy

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Child Protection and Safeguarding Policy

1.0 Introduction and Context

1.1 Our Responsibilities

Landau Forte College is committed to safeguarding children and young people and we expect everyone who works in our College to share this commitment. This policy sets out how Landau Forte College will deliver these responsibilities.

This policy should read in conjunction with ‘Keeping Children Safe in Education’ (2019), which is statutory guidance to be read and followed by academies and colleges, and alongside ‘Working together to safeguard children’ (2018), a guide to inter-agency working to safeguard and promote the welfare of children.

These documents are available via the following links:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Furthermore, we will follow the procedures set out by Derby Safeguarding Children Board:

<http://www.derbyscb.org.uk>

This policy has also taken account the following documentation:

- i) HM Government, The Munro Review of Child Protection: Final Report
- ii) HM Government, What to do if you're worried a child is being abused (2015)
- iii) HM Government, Information sharing: Practitioners' Guide (2018)
- iv) HM Government, The Lead Professional: Practitioners' Guide
- v) Counter Terrorism and Security Act 2015 (Section 26)
- vi) The Prevent Duty, Departmental advice for schools and childcare providers (2015)
- vii) Mandatory reporting of Female Genital Mutilation – procedural information (2015)
- viii) Children Missing Education (2015)
- ix) Sexual violence and sexual harassment between children in schools and colleges (2017)
- x) Criminal Exploitation of children and vulnerable adults: County Lines guidance (2017)
- xi) Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (2016)
- xii) Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2019

1.2 Our Principles

We believe that our College should provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our College that will help children feel safe and respected.

We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to.

We will work with parents to build an understanding of the College's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Safeguarding arrangements in our College are underpinned by two key principles:

- Safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe; and
- A child centred approach: a clear understanding of the needs and views of children.

1.3 Scope

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in our College, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

1.4 Our Policy

There are 6 main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy.
- The signs of abuse that staff and volunteers should look out for.
- Roles and responsibilities for safeguarding.
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children.
- How the College will ensure that all staff and volunteers are appropriately trained and checked for their suitability to work within the academy.
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our College provides a safe environment for children to learn and develop.

2.0 Types of Abuse

2.1 Children who may Require Early Help

Staff and volunteers working within the College should be alert to the potential need for early help for children. Staff and volunteers should consider following the procedures identified for initiating early help (see section 5) for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect

2.2 Child Abuse

Abuse is 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. They may be abused by an adult or adults, or another child or children. There are four types of child abuse as defined in 'Keeping Children Safe in Education' (2019) as follows:

Physical abuse

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

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises – in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, such as for PE or Performing Arts
- depression

- withdrawn behaviour
- running away from home

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about

sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level; sexual drawings or languages
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may include a failure to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- neglect of, or unresponsiveness to, a child's basic emotional needs

It can be difficult to recognise neglect, however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- being constantly dirty or 'smelly'
- constant hunger, sometimes stealing food from other children

- losing weight, or being constantly underweight
- inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised
- not having many friends
- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments.

Where staff have concerns over emerging issues or become aware that any form of abuse is taking place, they should discuss this with the Designated Safeguarding Lead who will take action, as appropriate.

2.3 Peer on Peer abuse

The College has put in place safeguards to reduce the likelihood of peer on peer abuse. There is an established ethos of respect, friendship, courtesy and kindness and clear expectations and consequences for unacceptable behaviour, together with visible staff presence around the College.

The College seeks to educate all students on healthy relationships through the curriculum however we recognise that, despite this, we need to be alert to peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation / hazing type violence and rituals.

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate, and it is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy

Any allegation of peer on peer abuse must be referred to the Designated Safeguarding Lead, and advice and guidance will be sought from Children's Social Care where necessary. Where it is clear a crime has been committed, or there is a risk of crime being committed, the Police will be contacted. College will respond to unacceptable behaviour to prevent reoccurrence and work with external agencies where appropriate. For example, if a student's behaviour negatively impacts on the safety and welfare of others then safeguards will be put in place to promote the well-being of the students affected.

2.4 Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants (such as food, accommodation, drugs, alcohol), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE involves varying degrees of violence, coercion, intimidation or enticement, and includes unwanted pressure from peers to have sex, sexual bullying including online bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Boys and young men and girls and young women can be victims of CSE. Key indicators of children being sexually exploited may include:

- going missing for periods of time or regularly coming home late
- regularly missing education or not taking part in education
- displaying inappropriate sexualised behaviour
- receiving unexplained gift or gifts from unknown sources
- associating with other young people involved in exploitation
- having multiple phones
- mood swings or changes in emotional wellbeing
- seen at strange meeting places (hotels or known places of concern)
- having older boyfriends/girlfriends who are believed to be a risk to children
- self-harming/drug or alcohol misuse
- physical injuries (e.g. bruising suggestive of sexual assault)
- secretive behaviour

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- **Inappropriate relationships** – Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

- **The Relationship/Peer Model** – The abuser befriends the victim and makes them believe they are in a loving relationship or friendship and then coerce them to have sex with friends or associates. Peer to peer grooming can sometimes be associated with gang activity, where the young person doing the grooming is a victim themselves. Whilst this definition is widely referred to as the 'Boyfriend Model', it's worth bearing in mind that this does not take into account the fact that boys and young men can also be sexually exploited in this way.
- **Organised exploitation and trafficking** – Victims are trafficked through criminal networks, often between towns or cities, and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Where staff have concerns or become aware that child sexual exploitation may be taking place, they should discuss this with the Designated Safeguarding Lead who will take action, as appropriate. Derby Safeguarding Children Board (DSCB) has a multi-agency strategy to combat the sexual exploitation of children in Derby and recognises that all agencies, including schools, need to work together in a co-ordinated manner. Please see the Risk Assessment Matrix (Appendix 2) taken from the Child Sexual Exploitation Risk Assessment Toolkit.

2.5 Youth produced sexual imagery

Sharing photos and videos online is part of daily life for many people, via text messages, email, postings on social media, or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger. The term 'sexting' refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication devices or applications, such as mobile phones, tablets, email, social networking sites and instant messaging services.

Legal Implications

Creating and sharing of sexual photos and videos of under-18s is illegal, regardless of whether all parties involved consent to the images being taken and shared, or whether the images are sent to other minors. By sending a youth produced sexual image, a student is creating producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

Although sexting is typically voluntary at first, it raises many serious legal and social concerns, especially when the images are spread beyond the control of the sender. Sexting can result in humiliation, bullying and harassment of students. The College has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about both the legal and social dangers of sexting.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and the College will immediately inform the Police of such incidents.

All staff members are required to notify the Designated Safeguarding Lead immediately upon becoming aware that a student has shared sexual imagery of themselves or peers. Staff members are not permitted to forward, copy or print any sexting images. Parents of all students involved will

be contacted unless informing the parent will put the young person at risk of harm. We will not unnecessarily criminalise children; the response to these incidents will be guided by the principle of proportionality and the primary concern at all times will be the welfare and protection of the young people involved. A referral to police and / or children's social care will be made if there are other serious factors present, such as the involvement of an adult or an immediate risk to a young person.

2.6 Female Genital Mutilation

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old, however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elders from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of College to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include;

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from the classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from College, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to personally notify the Police when they discover that FGM appears to have been carried out on a girl under 18, and discuss any such cases with the Designated Safeguarding Lead and children's social care. This will usually come from a disclosure. The duty does not apply in relation to at risk or suspected cases. Under no circumstances should College staff physically examine students.

2.7 Forced Marriage and Honour Based Violence

Prevention of Forced Marriage

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, College staff must be aware that some students are at risk of forced marriage.

What is forced marriage?

A forced marriage is a marriage in which one or both spouses do not or, in the case of some adults with learning or physical disabilities, cannot consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Honour based violence

So-called honour based violence occurs in communities where the concepts of honour and shame are fundamentally bound up with the expected behaviour of families and individuals, particularly that of women. The term describes a form of domestic violence motivated by the notion of 'honour'. The victim can be subjected to long term physical abuse and bullying, including practices such as breast ironing, as 'punishment' for 'bringing dishonour on the family' and, in some extreme cases, may be killed. So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing

Where staff have concerns or become aware that honour based violence or abuse may take place or is taking place, they should discuss this with the Designated Safeguarding Lead who will take action, as appropriate.

2.8 Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service 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").

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

College staff and governors have completed the Channel General Awareness Training. The Designated Safeguarding Lead is the Designated Prevent Officer and has received training about

the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for modern Britain. Teaching the College's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside College
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Interventions with individuals who have been highlighted as a concern may include:

- increased adult support, supervision and encouragement
- mentoring programmes
- signposting to positive activities in and out of College
- behaviour support/anger management programmes
- attendance support
- counselling
- intensive family support or parenting programmes with a Preventing Violent Extremism element
- links with relevant voluntary or religious organisations for theological/education programmes
- support from the Safer Schools Police Officer or Prevent Team
- advice on online safety (for students and parents)
- referrals to targeted youth support, CAMHS or the Youth Crime Prevention Worker

Prevention work which is embedded into the curriculum and extracurricular activities includes:

- Work on community cohesion, tolerance and anti-violence addressed throughout the curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- Open discussion and debate of issues and the law in a supportive environment
- Critical appraisal of sources/internet resilience/identifying propaganda – relevant for all subjects but especially when using the internet for research
- Programmes of study which highlight British Values
- Social and emotional aspects of learning
- Anti-bullying work including work with Stonewall to tackle homophobia.
- Learning for Life curriculum with focus on building positive relationships, free from violence (including focusing on reducing violence against women/domestic violence)
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charities/community work
- Positive activities such as Enrichment
- Ensuring consistent messages between home and College

2.9 Child Criminal Exploitation

Across the country, young people are being exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as 'county lines', as young people travel to different regions where they're unknown to the police and can therefore operate undetected. These young people can be as young as 10 and are often subjected to threats, violence, and sexual abuse by the gangs.

Gangs are deliberately targeting vulnerable children and groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter and become 'trapped'.

Tragically the vulnerable young people exploited through 'county lines' can often be seen as criminals rather than been recognised as victims of trafficking and exploitation.

Signs that young people are victims of criminal exploitation and county lines may include:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled

- Having hotel cards or keys to unknown places.

In addition, 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 well-being, 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 gang

Where staff have concerns or become aware that child criminal exploitation may be taking place and/or have concerns about serious violent crime, they should discuss this with the Designated Safeguarding Lead who will take action, as appropriate.

3.0 Safeguarding Roles and Responsibilities

All staff, volunteers and governors have responsibility for the following:

- To provide a safe environment in which children can learn.
- To identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- To keep themselves updated with the systems within College which support safeguarding that were explained to them as part of their induction. This includes knowing the role, and working with, the Designated Safeguarding Lead.
- To ensure they receive appropriate child protection and safeguarding training which is regularly updated.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support Social Workers to take decisions about individual children.

Staff are responsible for:

- Knowing who the Designated Safeguarding Lead is: Jane Hornby
- Knowing who the Deputy Designated Safeguarding Leads are: Alison Brannick and Laura Percival.
- Being alert to the signs of abuse and their need to refer any concerns to the Designated Safeguarding Lead.
- Knowing how to pass on safeguarding information out of hours and during the College holidays. **If at any point there is a risk of serious harm to a child a referral should be made to children's social care immediately. Anyone can make this referral by phoning 01332 641172 / 786968 (Derby City) or 01629 532542 (Derbyshire). If a young person is in imminent danger, call 999.**
- Ensuring that their child protection training is up to date.
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.

- Knowing the College's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the Designated Safeguarding Lead.
- Listening to, and seeking out, the views, wishes and feelings of students.
- Sharing information and working together to provide students with the help they need.
- Referring to the Principal any concerns about another member of staff or, if the concerns are about the Principal, referring them to the Chair of Governors.
- Raising concerns about poor or unsafe practice and potential failures in the College's safeguarding regime through the College's **Whistle Blowing Policy**.
- Being aware of Derby City and Derbyshire's safeguarding procedures and ensuring these procedures are followed.
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency.

Governors and College Leadership are responsible for:

- Ensuring that there is an effective Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff.
- Ensuring all staff are given a mandatory induction, which includes familiarisation with child protection and safeguarding responsibilities and procedures to be followed if anyone has concerns about a child's safety or welfare.
- Ensuring that policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Ensuring that we have a Designated Safeguarding Lead for child protection, and that they have access to appropriate training, updated every two years.
- Ensuring that we have a nominated governor to liaise with the Local Authority Designated Officer for Derby City Council and any partner agencies in the event of allegations of abuse made against the Principal.
- Ensuring all staff receive the appropriate training, and keep up to date, in line with advice from Derby Safeguarding Children Board.
- Ensuring that staff understand and adhere to the Code of Conduct when carrying out their duties, as set out in Appendix 3.
- Notifying the children's Social Care department if there are concerns over unexplained absences of a student.
- Informing the local authority when a private fostering arrangement is in place.
- Managing security within the College and reviewing it annually.
- Ensuring that important policies, such as those for behaviour and bullying, are kept up to date.
- Have an overview of the numbers of safeguarding and child protection referrals made from the Principal, who reports (anonymously) to the Governing body about the College safeguarding activity over the previous term/year.
- Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children.
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training.

- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required, and ensuring volunteers are appropriately supervised.
- Ensuring procedures are in place to handle allegations against members of staff and volunteers.
- Ensuring there are procedures in place to handle allegations against other children.
- Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at College and externally through counselling and/or other services.
- Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the College's development.
- Ensuring through the curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the College's Designated Safeguarding Lead (and deputy), and are aware of other support mechanisms such as Childline etc.
- Appointing a Designated Lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.
- Making this policy available to parents and carers as appropriate.
- Ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Ensuring all staff have regular reviews of their own practice to ensure they improve over time.
- Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.

The Designated Safeguarding Lead is: Jane Hornby, jhornby@landau-forte.org.uk, 01332 204040

The Deputy Designated Safeguarding Leads are: Alison Brannick, abrannick@landau-forte.org.uk, 01332 204040 and Laura Percival lpercival@landau-forte.org.uk, 01332 204040

The Designated Lead for Looked after Children is: Jane Hornby, jhornby@landau-forte.org.uk, 01332 204040

Nominated Governor: Richard Morton contacted via the PA to the Principal, 01332 204040

4.0 Visitors and the Use of College Premises

At Landau Forte College we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the College's values and ethos.

Our College will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to students are consistent with the ethos of the College and do not marginalise any communities, groups or individuals

- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- activities are matched to the needs of students
- activities are carefully evaluated by the College to ensure that they are effective

Any guest speakers or external agencies will be provided with a details of safeguarding within College and how to contact our Designated Safeguarding Lead on arrival at the College, and will be appropriately supervised at all times.

When an agreement is made to allow non-College groups or organisations to use the College premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and, in the event of any behaviour not in-keeping with this policy, the College will contact the Police and terminate the arrangement.

5.0 Safeguarding Processes and Procedures

The College will deliver its responsibilities for identifying and acting early on early help needs, safeguarding and child protection in line with the policies and procedures identified in the Derby Safeguarding Children's Board (DSCB) policies and procedures guidance, available at <http://www.derbyscb.org.uk/scb10.asp>

From September 29 2019, the multi-agency safeguarding arrangements for City and County will be governed by one joint partnership called the Derby and Derbyshire Safeguarding Children Partnership. This partnership will support and challenge partners across both areas to work effectively together. Derby City Council, Derbyshire County Council, Derbyshire Constabulary, Derby and Derbyshire Clinical Commissioning Group and Tameside and Glossop Clinical Commissioning Group are the statutory members of the new partnership which replaces the DSCB.

5.1 How to Report Concerns

Clear procedures on reporting any concerns are given to all staff/volunteers in College. This is done as part of the staff induction training. All child protection and/or safeguarding concerns should be reported to Jane Hornby, Designated Safeguarding Lead, immediately. See Appendix 4 for a diagram which explains how all disclosures are dealt with at the College.

5.2 Taking Action

If at any time it is considered that a child has suffered harm or is likely to do so, a referral should be made to Derby City Council Emergency Duty Team on 01332 641172 or the Police Child Abuse Investigation Team on **101**. Call **999** if you are concerned a child needs immediate protection. If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

5.3 Student Disclosure of Abuse or Radicalisation

There is a clear procedure in place for staff reporting concerns in College. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on. Staff members will allow them to speak freely and will not ask investigative questions.

The staff member will tell the student what will happen next. It is the duty of the member of staff to inform the Designated Safeguarding Lead what has been discussed. The staff member will write up details of the conversation with the student as soon as possible via an email to the Designated Safeguarding Lead.

All safeguarding concerns should be recorded promptly and passed to Jane Hornby. See Appendix 4 for flowchart to explain the procedure for raising safeguarding concerns about a child.

Staff should **not** wait until the following College day to report a concern. Information will be shared on a need to know basis only.

Issues or concerns will not be discussed with colleagues, friends or family.

5.4 Suspecting that a Student is at Risk of Harm

It is not always easy to recognise that a child is being hurt or is at risk, so abuse is often undetected. There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the student opportunity to talk.

Staff should pass on these early concerns. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead, Jane Hornby.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the College's **Anti-Bullying Policy** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. The College acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

5.5 Notifying Parents/Carers

The College will normally seek to discuss any concerns about a student with their parents/carer. The Designated Safeguarding Lead will make contact with the parent/carer in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents/carers could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

5.6 Referral to Children's Social Care

The Designated Safeguarding Lead will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm.

Contact for Derby City Council Social Care is 01332 641172. Contact for Derbyshire Social Care is 01629 532542.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

5.7 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, aunt or uncle' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the College. However, it should be clear to the College who has parental responsibility.

College staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The College itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the College, we will take steps to verify the relationship of the adults to the child who is being registered.

5.8 Reporting Directly to Child Protection Agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead Jane Hornby, and the Principal are unavailable.

- They are convinced that a direct report is the only way to ensure the student's safety.

At Landau Forte College Derby, we also liaise with a wide variety of outside agencies, many of which are able to see students weekly. Examples of the wider agencies we liaise with include; multi-agency locality teams, school health nurses, Breakout, Safe and Sound, Child and Adolescent Mental Health services (CAMHS), Educational Welfare Officers (EWOs), the Police and other services. We encourage families, students and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

6.0 Recruitment of Staff and Volunteers

The College will ensure that Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of the candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our College.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. **The College will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.**

The types of checks undertaken will be in accordance with the guidance given in the Keeping Children Safe in Education (2019) document.

Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the Keeping Children Safe in Education (2019) document.

When an enhanced DBS certificate is required it will be obtained from the candidate before or as soon as is practicable after the persons appointed.

The College will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

The College will keep a single central record in accordance with the regulations given in the Keeping Children Safe in Education (2019) document.

Recruitment and/or deployment checks will be undertaken, as stated in the Keeping Children Safe in Education (2019) document, for the following:

- Individuals who have lived or worked outside the UK
- Agency or third party staff
- Trainee/staff teachers
- Volunteers
- Contractors

The College will carry out all relevant checks if it is concerned about an existing member of staff and **refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.**

7.0 Dealing with Allegations against Existing Staff and Volunteers who Work with Children

We will prevent people who pose risks to children from working in our College by ensuring that all individuals working in any capacity at our College have been subjected to safeguarding checks in line with the statutory guidance, Keeping Children Safe in Education (2019).

At Landau Forte College Derby we recognise the possibility that adults working in the College may harm children. Any concerns about the conduct of other adults in the College should be taken to the Principal without delay (or where that is not possible to the designated safeguarding lead); any concerns about the Principal should go to the Chair of Governors who can be contacted via the PA to the Principal.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed the best way to ensure that children are protected. Allegations against staff should be reported to the Principal. Allegations against the Principal or the designated lead officer should be reported to the Chair of Governors. Where any member of the College staff or any volunteer has concerns that a person has caused harm or poses a future risk of harm to vulnerable groups, including children they must take action in accordance with the College Policy. Under its duty of care for its employees, the College will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The College will ensure its obligation for confidentiality when an allegation has been made.

8.0 Managing Situations and Exit Arrangements

For the following issues:

- Resignation and 'settlements' agreements

- Record keeping
- References
- Timescales
- Oversight and monitoring
- Suspension
- Information sharing
- Following a criminal investigation or prosecution
- On conclusion of a case
- In respect of malicious or unsubstantiated allegations

The College will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children Safe in Education (2019) document.

9.0 Training for all Staff to Raise Awareness and Increase Understanding

Every year all staff (including non-teaching and volunteers) must undertake the Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to Jane Hornby immediately. See Appendix 1 for a flow diagram of how concerns are dealt with at the College.

All new members of staff, including newly qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education Statutory Guidance for Academies and Colleges, Part One and Appendix, September 2019 and other related policies.

The induction will be proportionate to staff members' roles and responsibilities and will include, at a minimum, the online child protection training provided by the Derby Safeguarding Children Board <http://www.derbyscb.org.uk/elearning-intro/index.html>

The Designated Safeguarding Lead will undergo updated child protection training every two years. All staff members of the College will undergo safeguarding and child protection training (whole College training) which is regularly updated. Staff members who miss the whole College training will be required to undertake other relevant training.

We will ensure that staff members provided by other agencies and third parties, e.g. supply staff and contractors, have received appropriate information commensurate with their roles before starting work. They will be given the opportunity to take part in whole College training if it takes place during their period of work for the College.

The Designated Safeguarding Lead will provide an annual briefing to the College on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

The College will maintain accurate records of staff induction and training.

10.0 Establishing a safe environment in which children can learn and develop

We recognise that, because of the day to day contact with students, College staff are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk, and are listened to. This can happen during Tutor Time, during learning for life sessions or simply with any member of staff.

We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through our learning for life programme and through the College engaging in national and local initiatives such as anti-bullying awareness days, refugee week, Safer Internet Day, LGBT History month, World Mental Health day, Black History month and other programmes which raise their awareness and increase their understanding.

10.1 Bullying

Landau Forte College has a zero tolerance policy with regard to any type of bullying and will encourage all students and parents/carers to report bullying to a member of staff immediately, in order that effective action can be taken.

We aim to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied.

Please refer to the College's Anti Bullying Policy for further details.

10.2 Online Safety

We are thoroughly committed to improving student's awareness of staying safe online. Our Online Safety Policy is signed up to by all students and staff.

If a student, parent/carer or member of staff has a concern relating to online safety students are encouraged to report it. They can report it directly to Heads of Year or Jane Hornby.

10.3 Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Seek parental consent.
- Use only the student's first name with an image.
- Ensure students are appropriately dressed.
- Encourage students to tell us if they are worried about any photographs that are taken of them.

- Staff will only take photographs of students with College devices. Their own mobile phones will not be used for this purpose.

Parents, carers or relatives may only take still or video images of students in the College or of College organised activities with the prior consent of the College. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

11.0 Confidentiality and Sharing Information

Staff should only discuss concerns with the Designated Safeguarding Lead, her deputies, the Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need to know basis.

All staff will understand that **child protection issues warrant a high level of confidentiality**, not only out of respect for the student and staff involved but also to ensure that anything being released into the public domain does not compromise evidence.

11.1 Storage and Handling of Records

Child protection information will be stored and handled in line with the principles and guidance set out in the General Data Protection Regulation (GDPR) and Data Protection Act 2018. Child protection records will be stored in a locked facility accessed only by the Principal and the Designated Safeguarding Lead. Any electronic information will only be made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media such as a CD or flash drive, these items will also be password protected and kept in locked storage.

Child protection information will be stored separately from the student's College file and will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new school or college they will be sent securely and separate from the student's file, under a confidential cover.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Principal or Designated Safeguarding Lead. The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a child.

12.0 Management of the Policy


The College will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent College Standards) Regulations 2014 and the Education (Non-Maintained Special Academies)

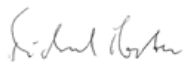
(England) Regulations 2011, Keeping Children Safe in Education (2019), and the departmental advice What to do if you're worried about a child (2015). Nothing written in this policy overrides the College's duties under such legislation.

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

The Principal will report on safeguarding activity and progress within the College to the governing body at least annually.

Signed by

Chair of Governors: 

Safeguarding Governor: 

Principal: 

Date: 10/09/19

13.0 Appendix 1.

LOCAL SAFEGUARDING INFORMATION

Key local information about safeguarding children is located on Derby Safeguarding Children Board website www.derbyscb.org.uk

Safeguarding children procedures key chapters include:

- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Safeguarding children and young people against radicalisation and violent extremism
- Allegations against staff carers and volunteers
- Children and families who go missing

The procedures also have key guidance document and information, including:

- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Escalation policy and process
- Local contacts

The DSCB website has a specific page for education providers, including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template policies and information about the DSCB Education Hub and safeguarding update service.

Other important information on the website includes:

- Private fostering information
- Domestic violence risk identification matrix (DVRIM)
- Early help assessment
- Graded care profile for assessment of neglect
- Safeguarding training opportunities

Other Key Safeguarding Contacts

- Children's Social Care First Contact Team - 01332 641172
- Careline (out of hours service) - 01332 786968
- Local Authority Designated Officer (LADO) - 01332 717818
- Channel/Prevent Team - 01332 293111 or 101
- FGM mandatory reporting - 101
- Safer School Police Officer, Pc Wendy Hargreaves - 101
- Locality Multi-agency Teams (MAT) - 01332 641172

Other sources of safeguarding information and guidance can be obtained via:

- www.gov.uk/schools-colleges-childrens-services/safeguarding-children
- www.nspcc.org.uk

14.0 Appendix 2.

CSE RISK ASSESSMENT MATRIX

Lower Level Indicators- one or more indicators identified	✓
Regularly coming home late or going missing	
Overt sexualised dress	
Sexualised risk taking on or off line	
Associating with unknown adults on or off line	
Association with other young people at risk of CSE or who are being sexually exploited	
Reduced contact with family and friends and other support networks	
Sexually transmitted infections (indicating underage and unprotected sexual activity)	
Experimenting with drugs and/or alcohol	
Poor self image	
Eating disorders	
Superficial self harm as a consequence of CSE	
Peer on peer, issues including sexualised bullying and sexting with consent	
Medium Level Indicators- any of the above and ONE or more of these indicators	✓
Getting into cars with unknown adults	
Associating with known CSE adults	
Being groomed on or off line (perpetrators must be 18 and over)	
Offering to have sex for money or other payment and then running before sex takes place	
Disclosure of a physical assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make or withdrawing a complaint	
Being involved in CSE through being seen in hotspots i.e. known houses, recruiting grounds or parties	
Having an older boyfriend or girlfriend believed to be a risk to young people	
Non school attendance or excluded (due to symptomatic behaviour or being isolated)	
Staying out overnight with no explanation	
Breakdown of residential placements due to behaviour	
Unaccounted for money or goods including mobile phones, drugs and alcohol	
Multiple sexually transmitted infections	
Self harming that requires medical treatment (symptomatic of CSE or related factors)	
Repeat offending linked to risk of CSE or CSE activity	
Gang member or association with gangs and delinquent peer groups	
High Level Indicators - any of the above and ONE or more of these indicators	✓
Child under 13 involved or coerced into sexual activity	
Inciting a child under 16 to engage in sexual activity	
Pattern of street homelessness and staying with an adult believed to be sexually exploiting them	
Child under 16 meeting different adults and exchanging or selling sexual activity for goods or a roof overnight (constrained choices)	
Peer on peer abuse (children who pose a risk to others) or receiving rewards for recruiting	
Being taken to licensed premises i.e. clubs and hotels, pubs by adults as part of grooming or sexual activity	
Disclosure of serious sexual assault (with statement or withdrawal of statement)	
Abduction and forced imprisonment	
Disappearing from the 'system' with no contact or support	
Being bought/sold/trafficked	
Multiple miscarriages or terminations	
Indicators of CSE alongside serious self-harming	

15.0 Appendix 3.

STAFF CODE OF CONDUCT

1 INTRODUCTION

The Code of Conduct applies to all workers who are employed by Landau Forte College Derby, including the Principal and who are expected to observe the following guidance on the standards of behaviour. In addition to this policy, all staff employed as Tutorial Staff have additional statutory obligations to adhere to the [‘Teachers’ Standards’](#) and in relation to this code, Part 2 of the [Teachers’ Standards - Personal and Professional Conduct](#) and [‘Standards for Teachers and Trainers in Education’](#).

2 PRINCIPLES

All workers who are employed by Landau Forte College Derby will behave in a controlled, professional and dignified manner having regard to others rights and entitlements and will:

- Demonstrate high standards of conduct and integrity in order to encourage our students to do the same, this includes, role-modelling and setting examples of behaviour and conduct which can be replicated by students
- Avoid hostile, menacing or aggressive behaviour and any behaviour, whether within or without the College, which may attract unfavourable publicity or otherwise bring the College into disrepute
- Maintain appropriate professional boundaries with students in accordance with the College’s [safeguarding](#) and [behaviour](#) policies and procedures
- Avoid the risk of allegations of abusive or unprofessional conduct by following the College’s [safeguarding](#), [behaviour](#) and [disciplinary](#) policies and procedures
- Manage inter-staff personal relationships appropriately so that they do not impact negatively on College business
- Exercise caution when using information technology and be aware of the risks to themselves and others through observing the guidance and procedures outlined in the Online Safety Policy and Procedure at all times
- Comply with the ICT acceptance use agreements used by the College and not engage in any inappropriate use of social network sites which may bring themselves or the College into disrepute
- Comply with all other school policies and procedures that support the wellbeing and development of students/students
- Use language that promotes appreciation, inclusion and respect for all members of the school and wider community
- Avoid the use of language such as the sarcasm, put downs and words that belittle, disparage, undermine or insult, either directly or indirectly
- Be neat, smart and professional in appearance and dressed appropriately in business attire or traditional dress, for the business of the day, and avoid casual dress, for example, jeans and t-shirts unless directed otherwise
- Ensure that make up, jewellery, body piercing or tattooing is discreet and appropriate
- Avoid the use of non-medical drugs and alcohol which are strictly banned during contracted hours and outside hours where their use impacts on College business,

e.g. school trips/visits, (specific exceptions being staff and other types of organised social functions, farewells or opening ceremonies where responsible drinking of alcohol is permitted for adults only)

- Not engage in conduct outside work which could seriously damage the reputation and standing of the College or the Trust own reputation or the reputation of other members of the wider community that the College serves.
- Avoid personal beliefs or opinions relating to religion, politics, race and other sensitive/controversial issues which run contrary to the College's [Equality](#) policy statement
- Maintain high standards of honesty and integrity in their work, this includes the handling and claiming of money and expenses, and the procurement of property, equipment and facilities
- Comply with the Bribery Act 2010 and be aware that a person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person
- Avoid any area within one's private lives that may affect their professional credibility while at the College
- Avoid any criminal behaviour or offences that involve violence or possession or use of illegal drugs or sexual misconduct that are duly regarded as unacceptable by the College
- Ensure all declaration of pre-existing relationships with students or their families, is conveyed to the College
- If there are occasions when there are social contacts between students and staff (for example, the parent and teacher are part of the same social circle), such contacts should be communicated to the Principal where there may be implications for the adult and their position within the College setting
- Avoid contact outside of the College with present students and with parents or carers of students through on line or social networking.
- Ensure appropriate boundaries and professional standards of behaviour at all times, in particular in terms of physical contact and when working one to one with students, including during school closure and home visits.
- Not undertake any work outside the College, either paid or voluntary, that conflicts with the interests of the College, nor which may contravene the working time regulations or affect an individual's work performance
- Participate in full with all internal investigations in accordance with the Disciplinary policy and procedure
- Respect confidentiality at all times, and to not share or reveal any sensitive information except to those colleagues who have a professional responsibility to be aware of such information

3 SAFEGUARDING

- 3.1 In particular, all workers have a duty to safeguard students at all times. Details of the safeguarding roles and responsibilities are given in the College's [Safeguarding policy and procedure](#).
- 3.2 All workers will cooperate with colleagues and with external agencies where necessary to support students as part of their duty to safeguard students at all time.

- 3.3** All workers have an obligation to share with the College's Designated Safeguarding Lead, Jane Hornby (jhornby@landau-forte.org.uk) any information which gives rise to concern about the safety or welfare of a student, and to seek advice if in doubt.

4 DISCIPLINARY ACTION

All staff need to recognise that failure to meet these standards of conduct and behaviour and the following Teacher Standards may result in disciplinary action, including dismissal. Please refer to Sections D and E of the Staff Handbook for Tutorial and Salaried Support Staff.

5 TEACHER STANDARDS

PART ONE: TEACHING

A teacher must:

5.1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

5.2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

5.3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

5.4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5.5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

5.6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

5.7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

5.8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague
- communicate effectively with parents with regard to students' achievements and wellbeing communicate

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities

6 REVIEW

- 6.1 This Code of Conduct will be reviewed by the Education Committee every three years and as and when the Teacher Standards are updated.

16.0 Appendix 4.
RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

