KMS 250 Safeguarding Policy

Including Procedures for the Protection of Children and Vulnerable Adults

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Created by:	Assistant Principal, Student Experience & Progression	Review Date:	September 2022
Approved by:	Senior Management Team/ The Corporation	Responsibility for Review:	Assistant Principal, Student Experience & Progression
Date Approved:	September 2021	Tom Hallam, Deputy Principal	

Appendix 1

Useful Contacts

Contact a member of the Kingston Maurward Safeguarding Team as follows:

Nicky Porter (Deputy DSL)	01305 215118
George Rogers	01305 215255 or 07500 661 340
Vicky McDonnell	01305 215269 or 07500 661 340
Luke Rake (Principal and DSL)	01305 215123

Children's Advice and Duty Service (ChAD)

To report safeguarding concerns about a child:

Dorset Council	01305 228866
Bournemouth, Christchurch & Poole (BCP) MASH	01202 123334

Dorset Adult Safeguarding Units

- Dorset Safeguarding Adult Board 01305 221016
- Bournemouth & Christchurch Care Direct 01202 123654

Dorset Safeguarding and Standards Team

Local Authority Designated Officer (LADO) 01305 221122

The team comprises Children's Social Care managers and advisors including:

- The Education Safeguarding Standards Advisor who offers advice and support to Headteachers and Designated Safeguarding Leads in relation to safeguarding and child protection issues
- The Local Authority Designated Officer (also known as the LADO) to whom allegations against adults who work with children in education establishments must be reported

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Dorset Police

- Anti-Terrorist Hotline 0800 789 321
- Online Terrorist & Extremist Material reporting via https://www.gov.uk/report-suspicious-activity-to-mi5
- Prevent referrals: PreventReferrals@Dorset.pnn.police.uk
- Safer Schools & Neighbourhoods Team https://www.dorset.police.uk/help-advice-crime-prevention/safety-in-your-community/ssct/

NSPCC Whistleblowing Helpline

Help is available from 8:00am – 20:00pm, Monday to Friday 0800 028 0285
or via email: help@nspcc.org.uk

Safeguarding Policy for Kingston Maurward

The safeguarding policy for Kingston Maurward is based on a template provided by the Dorset Safeguarding and Standards Team; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures (on the Dorset Safeguarding Children Board website) and national statutory guidance 'Working Together to Safeguard Children' (2018) and 'Keeping Children Safe in Education' (2021).

The template refers to children and child protection but, at Kingston Maurward College, we include vulnerable adults and young people with Special Educational Needs (SEND) within this policy.

This policy consists of three main documents:

- the overarching safeguarding policy (statement of principles)
- detailed child protection procedures and
- a child protection summary sheet (appendix 4). The latter is printed separately and provided routinely for those adults who will not have the opportunity to read this policy in its entirety but will have unsupervised contact, even as a 'one-off' with students / apprentices on a temporary or intermittent basis such as supply, peripatetic or visiting professionals

A. Safeguarding Policy

Kingston Maurward recognises that the welfare of the young person or adult with additional needs is paramount: the needs and wishes of each student will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

At KMC, the policy and procedures also refer to adults with additional needs – see Section B below.

We take seriously our duty to safeguard and promote the welfare of the young people and adults with additional needs in our care.

Safeguarding young people or adults with additional needs is everyone's responsibility. 'Working Together to Safeguard Children' 2018, HM Government statutory guidance, defines safeguarding as:

- protecting young people from maltreatment;
- preventing impairment of the health or development of young people;
- ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and
- taking timely action to enable all young people to have the best outcomes

The Corporation will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' (2021) to safeguard and promote the welfare of young people and adults with additional needs in this college.

The Corporation is accountable for ensuring that the College meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

It is a Dorset Safeguarding Standard (recommended by the Dorset Safeguarding Children Board) that governors receive an annual report from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

The Dorset Standards also include that the College is subject to an annual audit by the Safeguarding Children Board.

All young people and adults with additional needs have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

Governors, staff, including temporary staff, and regular volunteers in this College understand the importance of taking appropriate action and working in partnership with young people and adults with additional needs, their parents/carers and other agencies in order to safeguard young people and adults with additional needs and promote their welfare.

The purpose of this policy is to:

- afford protection for all students, apprentices and visitors
- enable staff and volunteers to safeguard and promote the welfare of young people and adults with additional needs
- promote a culture which makes this College a safe place to learn and in which all students / apprentices feel safe

This policy applies to the Principal, all staff, including temporary, supply and peripatetic staff, regular volunteers (i.e. those who come into College once a week or more or 4 times in a 30 day period), governors or anyone working on behalf of the College.

We will endeavour to safeguard young people and adults with additional needs by:

- always acting in their interests
- valuing them, listening to and respecting them
- involving them in decisions which affect them
- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination
- ensuring the curriculum affords opportunities to learn about keeping themselves safe,
- particularly when using technology
- raising awareness through the wider curriculum of how young people and adults with
- additional needs may protect themselves and others from all types of harm and
- exploitation, including extremism and radicalisation
- exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all
- staff and governors attend 'Prevent' training in respect of radicalisation and extremist behaviour
- supporting attendance and taking action if a young person or adult with additional needs is missing college regularly

- appointing a senior member of staff as the Designated Safeguarding Lead and ensuring this person has the time, funding, training, resources and support to perform the role effectively
- ensuring that there is always cover for this role
- appointing a governor with safeguarding responsibilities
- appointing a key contact to promote the educational achievement of children who are looked after/in care making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- identifying any concerns early and providing appropriate help to prevent them from escalating such as referral to a counsellor or an external agency
- sharing information about concerns with those who need to know, both internally and external agencies, and involving young people and adults with additional needs and their parents/carers appropriately
- acknowledging and actively promoting that multi-agency working is the best way to support young people and adults with additional needs and their families
- taking the right action, in accordance with Dorset Safeguarding Children Board (DSCB) Pan-Dorset Multi-Agency safeguarding procedures or the procedures or the Dorset Safeguarding Adults Board, if a young person or adult with additional needs discloses or there are indicators of abuse
- keeping clear, accurate and contemporaneous safeguarding and child protection records
- recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure that at least one appointment panel member has undertaken safer recruitment training providing effective management for the above through induction, support and regular training appropriate to role
- adopting a code of conduct for all staff and volunteers which includes staff/student relationships and communications including the use of social media
- ensuring staff and volunteers understand about 'whistle blowing'
- promoting a culture in which staff feel able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the College Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance
- ensure staff are aware of the legal requirement to notify their local authority if they have been looking after someone else child (under the age of 16 or 18 if the child has SEND) for 28 days or more; this is considered to be a private foster care arrangement

This safeguarding policy forms part of a suite of policies and other documents which relate to the safeguarding responsibilities of the college. In particular it should be read in conjunction with the

- staff Code of Conduct
- e-Safety policies for students, apprentices and staff
- ICT acceptable use policies
- safer recruitment policy and procedures
- procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate)
- whistle blowing policy
- attendance policy
- anti-bullying procedures

These policies and procedures are available from the College's Moodle facility or on request.

B. Procedures for Child Protection and the Protection of Adults with Additional Needs

These procedures should be read in conjunction with 'Keeping Children Safe in Education: Statutory guidance for schools and colleges' 2019 and the Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Bournemouth, Dorset and Poole (BPCSAB).

http://www.bcpsafeguardingadultsboard.com/

Purpose of these procedures

These procedures explain what action should be taken if there are concerns that a young person or adult with additional needs is or might be suffering harm.

Procedures for reporting concerns about adults with additional needs are similar to those relating to children. Staff are not expected to know whether a student is a child or an adult with additional needs – they should report all concerns in the same way. The Safeguarding Team will then decide on the most appropriate method of referral.

In the case of adults with additional needs, referral will normally be to the Adult Safeguarding Unit, using one of the following telephone contacts:-

- Dorset Council Adult Social Care on 01305 221016
- Poole Adult Social Care help desk on 01202 633902
- Bournemouth and Christchurch Care Direct on 01202 454979

Out of Hours Service

- Tel. 0300 1239895 Evenings and weekends, including Bank Holidays

1. Responsibilities and Roles

1.1 All adults in the College have a duty to safeguard and promote the welfare of young people and adults with additional needs by taking appropriate action. This includes taking action where there are child protection concerns. Everyone should consider, at all times, what is in the **best interests** of the young person.

1.2 All staff should be prepared to identify young people who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a young person's life. In the first instance, staff should discuss early help requirements with a member of the Safeguarding Team.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

1.3 The Corporation are accountable for ensuring their college has an effective safeguarding policy which should be reviewed annually and available publicly.

The Dorset Safeguarding Children Board (DSCB) recommends that each governing body should nominate an individual member to work closely with the Designated Safeguarding Lead and to provide a link between the College and the governing body to monitor whether mandatory policies, procedures and training are in place and are effective.

The Nominated Governor in this College is Kay Taylor

1.4 This College has a Designated Safeguarding Lead (DSL). There is also a Deputy Designated Safeguarding Lead and a Child Protection Officer – these are the people with whom concerns about young people and adults with additional needs should be discussed and reported.

The Designated Safeguarding Lead in this college is Luke Rake

The Deputy Designated Safeguarding Lead is Nicky Porter

The Child Protection Officers are George Rogers and Vicky McDonnell

1.5 In addition, the Dorset Children's Advice and Duty Service (ChAD) can provide advice and guidance on safeguarding and child protection matters.

See Appendix 1 for contact details.

1.6 All action is taken in line with the following guidance:

- DfE guidance (2021) – Keeping Children Safe in Education
- Working Together to Safeguard Children – published by HM Government
- Pan-Dorset Multi-Agency Safeguarding Procedures & Guidance, accessed through the Dorset Safeguarding Children Board website www.dorsetlscb.co.uk
- What to do if you're worried a child is being abused – Government Guidance
- Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Dorset and Poole.
- Ofsted - Inspecting safeguarding in early years, education and skills settings

2. Recognising abuse – signs and symptoms

2.1 Keeping Children Safe in Education is clear: All College staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

2.2 Recognising abuse is not always easy, and it is not the responsibility of College staff to decide whether or not abuse has definitely taken place or if a young person or adult with additional needs is at significant risk.

They do, however, have a clear responsibility to act if they have a concern about the welfare or safety of a young person or adult with additional needs or if a young person or adult with additional needs talks about (discloses) abuse. They should maintain an attitude of 'it could happen here'.

Appendix 2 details examples of possible indicators of each of the four kinds of abuse.

2.3 A young person or adult with additional needs missing from class, particularly on repeat occasions, may indicate a safeguarding concern. All staff should be alert to young people or adults with additional needs who are not attending and should check the signs to look out for and the individual triggers to be aware of when considering potential safeguarding risks.

Risks may include abuse and neglect, travelling to conflict zones and sexual exploitation. Any member of staff who is concerned about a young person or adult with additional needs should refer the matter to the Deputy Designated Safeguarding Lead (DDSL) immediately.

2.4 The Safeguarding Team works closely with schools, children's services, leaving care teams and other agencies to help identify students / apprentices at risk.

3. Allegations of abuse made against other young people

3.1 Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Staff should recognise that young people are capable of abusing their peers. Peer-on-peer abuse can take on many forms and should never be tolerated or passed off as 'banter'.

Peer-on-peer abuse can be physical, emotional or sexual and can include domestic violence and exploitation. Both male and female students / apprentices are at risk and abuse may be perpetrated by either gender.

3.2 Concerns relating to peer-on-peer abuse should be reported directly to a member of the Safeguarding Team.

3.3 If one student causes harm to another, it is not always necessary for it to be dealt with through a referral to Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will however, be taken seriously.

3.4 The nature and severity of the allegation or concern will determine whether staff will implement the college's anti-bullying or other college procedures or whether a referral needs to be made to social workers or the police.

The Designated Safeguarding Lead should be consulted if there is any doubt about the right course of action.

3.5 A referral to Dorset Children's Advice and Duty Service will be made in all cases of domestic abuse relating to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, or coercive control, in their intimate relationships.

The safeguarding procedures will be followed if a young person or adult with additional needs displays sexually harmful behaviour. It is also considered harmful if it involves coercion or threats of violence or one of the young people or adults is much older than the other.

3.6 The process for managing sexually harmful behaviour in children can be found in the Pan-Dorset Multi-Agency safeguarding procedures on the DSCB website. In brief, a multi-agency meeting should be convened by Dorset Children's Advice and Duty Service (ChAD) following the referral and an action plan agreed.

3.7 A risk assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.

3.8 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

3.9 Sexting involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or children under the age or 18, shared via a mobile phone, handheld device or website. Incidents of sexting should be reported to a member of the Safeguarding Team and will be investigated sensitively.

3.10 Peer-on-peer abuse must be reported to the Safeguarding Team where it will be handled in accordance with the nature and severity of the incident. It may be handled internally in accordance with the Student Disciplinary Policy or externally by involving Police or Dorset Children's Advice and Duty Service (ChAD).

3.11 The College uses education and guidance through, for example, the group and individual tutorial processes, to raise awareness of the dangers of sexting and peer-on-peer abuse.

4. Student and Apprentices Awareness

4.1 The College uses a variety of methods to raise awareness of safeguarding issues including: inductions (course, Student Welfare and Health & Safety inductions); group tutorials on relevant themes, such as internet safety, sexting, extremism and personal safety; embedding safety into the curriculum; posters in classrooms and Moodle.

4.2 Young people and adults are made aware of the different options that they have for reporting safeguarding concerns.

4.3 The College seeks student feedback about how safe they feel on campus and what concerns they have about their safety. Student Voice plays a key role in facilitating this and addressing issues raised.

4.4 The College is proactive in raising awareness about Internet safety and it uses monitoring and filtering software that is sufficiently flexible to avoid 'over-blocking'.

5. Anti-radicalisation and extremism

Kingston Maurward College has a statutory obligation under the Prevent Duty (s26 Counter-Terrorism and Security Act 2015) to protect young people and adults from radicalisation and to report concerns about extremism.

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

Extremism is defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

In this College, we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. We work in partnership with other local agencies, including the Police and Dorset Children's Advice and Duty Service (ChAD) to ensure the safety of our young people and to prevent them from being influenced by radical extremists.

The College formally assesses the risks posed to our students / apprentices in terms of radicalisation, allowing us to identify areas of concern in our area and in our provision.

The risk assessment supports the identification of individuals who may be at risk of radicalisation and informs the actions that we take to support them.

Our curriculum promotes respect, tolerance and diversity. Young people and adults are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

We recognise that young people and adults with low aspirations are more vulnerable to radicalisation and therefore we strive to equip them with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Young people and adults are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they read or see on the Internet.

Any concerns about young people or adults becoming radicalised or being drawn into extremism will be reported to the Deputy DSL who will *not* speak to parents/carers or other family members at this stage but will take prompt advice from the Police by either telephoning 01202 222229 or emailing: MASH@dorset.pnn.police.uk.

The Safeguarding Team are familiar with procedures for referring young people and adults to Channel. Dorset has a Channel Panel in place, in accordance with its duties under the Counter-Terrorism and Security Act 2015.

This is a multi-agency meeting which discusses individuals who have been referred by the Police as being vulnerable to being drawn into terrorism. Where young people or adults at this College are being discussed, the Deputy DSL will attend the Panel meetings.

All staff undertake WRAP training either face-to-face or online and are required to attend refresher training every three years.

There is more information about specific safeguarding issues and links to websites in Part One of 'Keeping Children Safe in Education' 2021.

6. Responding to the young person or adult with additional needs who discloses (talks about) abuse

All staff and volunteers will:

- Listen carefully to what is said
- Avoid showing shock or disbelief
- Observe the demeanour of the individual
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a 'secret'
- Allow the young person or adult with additional needs to continue at their own pace and not interrupt if they are freely recalling events. Do not stop them in order to find a 'witness' as this could inhibit the young person from saying more
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary they should be framed an open manner and not 'lead' the young person or adult with additional needs in any way.
- Remember TED: Tell me…. Explain…. Describe…
- Reassure the young person or adult with additional needs, if necessary, that they have done the right thing in telling
- Explain what will happen next and with whom the information will be shared

- Not ask the young person or adult with additional needs to repeat the disclosure to anyone else in college – including the Deputy DSL - or ask them, or any others who were present to write a written account or 'statement'

7. Taking action

7.1 Where physical injuries have been observed, these will be carefully noted using the body map on MyConcern, but not photographed. The staff member will not ask to see injuries that are said to be on an intimate part of the body of the young person or adult with additional needs.

7.2 Any disclosure or indicators of abuse will be reported verbally, or by using the college's MyConcern system, to the Deputy DSL or a Child Protection Officer straightaway and at least within 24 hours. Contact numbers are available on the back of staff ID cards.

Where they are not available and there is a risk of immediate danger to a child / young person, ensure a referral is made without delay to the Police and the Dorset Children's Advice and Duty Service (ChAD) which covers the area in which the young person and family live. Staff must inform the Deputy DSL as soon as possible after the referral has been made.

In the case of adults with additional needs, the Vulnerable Adults Safeguarding unit will be contacted by the Safeguarding Team (See Appendix 1 for contact numbers).

The Safeguarding Team will ascertain whether an individual is classified as a vulnerable adult based on their reliance on support from the community to protect them from harm. The Safeguarding Team may take advice from the Vulnerable Adults Safeguarding unit in reference to individual students / apprentices.

7.3 Where the young person or adult with additional needs already has an allocated social worker, that person or a manager or duty worker in the same team will be contacted promptly.

7.4 A written record will then be made (ideally using the College's MyConcern system) of what was said, including the individual's own words, as soon as possible and given to the Deputy DSL.

7.5 If the young person or adult with additional needs can understand the significance and consequences of making a referral to social workers, they will be asked for their views. It will be explained that whilst their views will be taken into account, the College has a responsibility to take whatever action is required to ensure the safety of the young person or adult with additional needs and others.

7.6 The Deputy DSL will decide whether to contact parents at this stage, but will not do so without the permission of the young person. There may be exceptions to this, for example, if the young person lacks mental capacity or permission cannot be sought and the parents / carers may be able to prevent immediate harm if they are aware of the situation.

7.7 A child protection or adult safeguarding referral from a professional cannot be treated as anonymous.

7.8 Where there is no disclosure but concerns are accumulating, such as in relation to neglect or emotional abuse, the Deputy DSL will ensure that all information is brought together and that she makes a professional judgement about whether to refer to outside agencies.

7.9 A member of staff who reports concerns to the Deputy DSL should expect some feedback, although confidentiality might mean in some cases that this is not detailed. If the member of staff is not happy with the outcome they can press for reconsideration and if following this, they still believe the correct action has not been taken, will refer the concerns directly to social workers.

8. Confidentiality and Information Sharing

8.1 Staff should never promise that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the young person or adult with additional needs.

8.2 Concerns and disclosures must be reported to a member of the Safeguarding Team but must otherwise be kept confidential.

8.3 The Safeguarding Team will determine what information needs to be shared and with which agencies, always in accordance with the Dorset Overarching Information Sharing Protocol. If in doubt, the team will take advice from the DSCB or the duty worker or Adult Safeguarding. Members of the team should not be afraid to report concerns where a young person or adult with additional needs may be at risk.

9. Responding to concerns reported by parents or others in the community

9.1 Occasionally parents or other people in the local community tell College staff about an incident or accumulation of concerns they have about the family life of a young person or adult with additional needs who is also a student at the college.

9.2 If the incident or concern relates to *child protection*, the information cannot be ignored, even if there are suspicions about the motives for making the report.
Members of staff will therefore pass the information to the DSL, Deputy DSL or member of the Safeguarding Team in the usual way.

9.3 It is preferable if the parent / community member who witnessed or knows about the concerns or incident makes a call to Dorset Children's Advice and Duty Service (ChAD) themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The Deputy DSL will advise accordingly and later confirm that this referral has been made.

9.4 If the parent / community member refuses to make the referral, the Deputy DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

9.5 In the case of Adult Safeguarding, the College will need to make the referral.

9.6 This process also applies to parents / community members who are also College staff. As professionals who work with young people and adults with additional needs they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

10. Remember

10.1 Any suspicion or concern that a young person or adult with additional needs may be suffering or at risk of suffering significant harm, MUST be acted on.
Doing nothing is not an option; if in <u>DOUBT</u>, <u>ALWAYS</u> refer.

Any suspicion or concerns will be reported without delay to the Deputy DSL or a Child Protection Officer.

If they are not available the staff member will discuss their concerns as soon as possible with either

- another senior member of staff or
- the duty worker in the Dorset Children's Advice and Duty Service (ChAD) responsible for the area where the young person lives (for residential students, the College can call its local team for advice)
- Adult Safeguarding Unit

Anyone can make a referral to Dorset Children's Advice and Duty Service (ChAD) not just the Safeguarding Team.

10.2 It is important that everyone in the college is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the young person or adult with additional needs is telling the truth. That is a task for social workers and the Police following a referral to them of concern. The role of college staff is to act promptly on the information received.

10.3 This applies regardless of the alleged 'perpetrator': whether the young person or adult with additional needs talks about a family member or someone outside college, a member of staff or another child/student.

10.4 A careful record will be made of what has been seen/heard that has led to the concerns and the date, time, location and people who were present. As far as possible, staff should record verbatim what was said and by whom. The record will be passed to the Deputy DSL.

10.5 The Deputy DSL will keep a record of the conversation with the duty worker and other social workers, noting what actions will be taken and by whom, giving the date and time of the referral. The referral will be confirmed in writing on the inter-agency referral form (available on the DSCB website) as soon as possible and at least within 48 hours. Any pre-existing assessments such as through the Common Assessment Framework should be attached.

10.6 A College child protection or adult safeguarding file will be started in the name of the young person or adult with additional needs, where he/she is not already known to social workers. If a file already exists, the new information will be added to the chronology.

See Appendix 3 for detailed record keeping guidance.

11. Response from Dorset Children's Advice and Duty Service (ChAD) to a college referral

- <u>Referral</u>
  Once a referral is received by the relevant team, a manager will decide on the next course of action within one working day. When there is concern that a young person is suffering, or likely to suffer significant harm, this will be decided more quickly and a strategy discussion held with the Police and Health professionals and other agencies as appropriate (section 47 Children Act 1989) .

The Designated Safeguarding Lead should be told within three working days of the outcome of the referral. If this does not happen s/he will contact the duty worker again.

- Assessment
  All assessments should be planned and co-ordinated by qualified social worker. They should be holistic, involving other professionals, parents/carers and the young people themselves as far as practicable. Assessments should show analysis, be focused on outcomes and usually take no longer than 45 working days from the point of referral. College staff have a responsibility to contribute fully to the assessment.

- S47 Enquiries (regarding significant harm)
  The process of the investigation is determined by the needs of the case, but the young person will always be seen as part of that process and sometimes without parents' knowledge or permission. On occasions, this will mean the young person is jointly interviewed by the Police and social workers, sometimes at a special suite where a video-recording of the interview is made.

- The Child Protection Conference
  If, following the s47 enquiries, the concerns are substantiated and the young person is judged to be at risk of significant harm, a Child Protection Conference (CPC) will normally be convened. The CPC must be held within 15 days of the first strategy discussion and college staff will be invited to attend - normally the Deputy DSL.

  This person will produce a written report in the correct format (a pro forma is available on the DSCB website). This will be shared with the young person and his/her family before the conference is held. A copy will also be sent to the person chairing the initial CPC at least 24 hours in advance.

  More information is in the Pan-Dorset Multi Agency Safeguarding Procedures ('Child Protection Conferences') on the DSCB website.

If the Deputy DSL disagrees with the decisions made by social workers regarding the outcome of the referral, the conclusions of the assessment or any actions taken, the matter should be discussed and if necessary escalated to more senior managers (under the escalation policy available on the DSCB website), *particularly* if the young person's situation does not appear to be improving.

A report to the Dorset Adult Safeguarding Board will be followed up in accordance with the Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Christchurch and Poole.
http://www.bcpsafeguardingadultsboard.com/

12. Responding to allegations or concerns about staff or volunteers

12.1 Rigorous recruitment and selection procedures and adhering to the College's Code of Conduct and safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers in College.

However, if a member of staff has any reason to believe that another adult has acted inappropriately or abused a young person or adult with additional needs, they will take action by reporting to the Principal (not the Deputy DSL).

Even though it may seem difficult to believe that a colleague may be unsuitable to work with young people or adults with additional needs, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

12.2 If the allegation/concern is about the Principal, the person with concerns will contact the Chair of The Corporation or the Local Authority Designated Officer (LADO) or the Adult Safeguarding Unit. See Appendix 1 for contact numbers.

12.3 In all cases of allegations in relation to a child against staff or volunteers, the Principal or Chair of The Corporation will contact the LADO and follow the correct procedures as set out in Appendix 6 which complies with Part Four of 'Keeping Children Safe in Education'.

There is also a requirement that the ESFA is notified by the Principal at enquiries.EFA@education.gov.uk if the College itself or one of our sub-contractors is subject to investigation (see Appendix 6 for details).

In cases of allegations in relation to a vulnerable adult against staff or volunteers, the Principal or Chair of The Corporation will contact the Dorset Adult Safeguarding Board in accordance with the Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Christchurch and Poole. (http://www.bcpsafeguardingadultsboard.com/)

13. Young people or adults who are disabled

13.1 Young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect.

13.2 Staff need to understand that additional barriers can exist when recognising abuse and neglect in this group which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

13.3 The procedures in this policy will be followed if a young person or adult with additional needs who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for students / apprentices who are disabled.

13.4 Staff responsible for intimate care will undertake their duties in a professional manner at all times and in accordance with their training.

14. Safer Working Practice

14.1 All adults who come into contact with young people or adults with additional needs at this college will behave at all times in a professional manner which secures the best outcomes for the young people and adults with additional needs and also prevents allegations being made.

Advice on safer working practice can be found in the College's Code of Conduct and in 'Guidance for safer working practice for those working with children and young people in education settings April 2020'which is available on the Safeguarding button on Moodle.

14.2 We promote a culture whereby members of the College community should feel able to raise with the Principal, or any member of the leadership team, any concerns about staff conduct. For details, please see the college Whistle Blowing Policy and Procedures (KMS 655).

15. Training

15.1 All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive safeguarding and child protection updates (for example, via emails staff meetings and training sessions) regularly (at least annually).

15.2. New staff attend face-to-face and complete online safeguarding training at induction. The training covers recognising and reporting abuse; taking disclosures and safer working practice and includes guidance on specific areas such as online safety; grooming; domestic abuse; child sexual exploitation and radicalisation.

In addition, all staff are required to undertake Prevent duty training which must be refreshed every three years.

15.3 New staff will be given a copy of this policy, the Code of Conduct, details about the role of the DSL and part one of 'Keeping Children Safe in Education: information for all college and staff'. The level of information given to temporary or volunteer staff will be decided on a risk assessed basis according to the individual role.

15.4 Staff who do not have designated responsibility for safeguarding and child protection will undertake suitable refresher training at appropriate intervals. The DSCB recommends this is at least every three years.

15.5 When DSLs and Deputies take up the role they will attend enhanced (Level 3) training – provided through the DSCB multi-agency course. They must be updated at 2 yearly intervals after that.

15.6 It is recommended by the DSCB that all governors attend training, briefings or other input which equips them to understand fully and comply with their legal safeguarding duties as governors, set out in 'Keeping Children safe in Education' 2021. Attendance includes those who also work with young people and adults with additional needs and have attended child protection training in that role.

15.7 Awareness of safeguarding issues, including extremism and online safety, is raised among the student population in a variety of methods, including inductions and the group tutorial programme.

16. Raising concerns about safeguarding practice in our College

16.1 In this College we promote a culture where any staff or volunteers feel able to raise with the Principal any concerns about safeguarding or child protection practice.

16.2 Any issues which they have not been able to resolve with the Principal should be reported to the governors in the first instance. If they are still not satisfied and the concern relates to child protection, they should approach the Dorset Director for Children's Services or, if the issue relates to the conduct of or allegation against a member of staff, should contact the Local Authority Designated Officer (also known as the LADO).

16.3 Staff should refer to the College's Whistleblowing policy (KMS 655) for more information. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns internally. Staff can call: 0800 028 0285 – the line is available from 8:00am – 20:00pm, Monday to Friday or email: help@nspcc.org.uk.

17. Information for parents and carers

17.1 At this College we are committed to keeping our students / apprentices safe. Our first priority is your child's welfare and we will usually discuss with you any concerns we have about your child with your child's permission.

There might be occasions, however, when we have to provide information to or consult other agencies such as Dorset Children's Advice and Duty Service (ChAD) before we contact you. This will include situations where we judge that to tell you first will or might put your child at risk of significant harm.

17.2 Our responsibilities are set out in this policy. It reflects statutory guidance; the Pan-Dorset Multi-Agency Safeguarding Procedures, which can be found on the Dorset Safeguarding Children Board website and the Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Christchurch and Poole.

17.3 If you have any questions about this please speak to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

18. KMC Procedures for Locating Young People or Adults with Additional Needs who go Missing – Please see Appendix 4

19. KMC Campus Safety

This section applies to **ALL** students / apprentices and not just young people or adults with additional needs.

While the College is in a remote rural location in a low crime rate area, it is a very large, open campus that can never be completely secure from access by unauthorised people.

Consequently, all staff have responsibility for ensuring that students / apprentices develop and maintain awareness of potential problems and also for challenging and / or reporting suspicious individuals.

To support this activity staff must:

- Make sure that information about campus safety is issued to all students / apprentices at induction
- Ensure that all students, apprentices staff and visitors wear lanyards at all times
- Challenge anyone who is not wearing a lanyard

- Understand procedures for contacting security in an emergency
- Inform Student Welfare if an incident occurs

Further guidance for staff can be found in KMS550 Appendix 22 – Terror Attack Procedure And KMS753 Security Policy

20. Physical Intervention – KMC Guidance

- Staff must only ever use physical intervention as a last resort when a young person or adult with additional needs is endangering him/herself or others; non-contact techniques for diffusing a situation must be used in preference whenever possible
- If used, it must be the minimal force necessary to prevent injury to another person
- Staff must not put themselves at risk
- Such events should be recorded and signed by a witness; this can be via MyConcern or a Health & Safety Incident Form
- Physical intervention of a nature which causes injury or distress to a young person or adult with additional needs may be considered under safeguarding protection or disciplinary procedures
- Physical intervention must never be used as a form of punishment

21. Offsite Overnight Trips

The College has a special duty of care towards FE students who are participating in overnight residential trips during the academic year.

The college complies with the Further Education Residential Accommodation: National Minimum Standards for Accommodation for Students and monitors progress against these standards, where offsite overnight residential trips occur, annually through the Self-Assessment Process.

22. Visitors to the College

These procedures apply to any children or adults with additional needs who visit our campus even if they are not our students. For example, there may be concerns about a child or adult with additional needs visiting the Animal Park or about a Dorset Studio School student.

Staff members reporting the concern should follow the same procedures as for KMC students / apprentices and the Safeguarding Team will decide on the appropriate action depending on the individual circumstances.

If the concern relates to a Dorset Studio School student, the Safeguarding Team will liaise with the DSL at the School.

Appendix 1

Useful Contacts

Contact a member of the Kingston Maurward Safeguarding Team as follows:

Nicky Porter (Deputy DSL)	01305 215118
George Rogers	01305 215255 or 07500 661 340
Vicky McDonnell	01305 215269 or 07500 661 340
Luke Rake (Principal and DSL)	01305 215123

Children's Advice and Duty Service (ChAD)

To report safeguarding concerns about a child:

Dorset Council	01305 228866
Bournemouth, Christchurch & Poole (BCP) MASH	01202 123334

Dorset Adult Safeguarding Units

- Dorset Safeguarding Adult Board 01305 221016
- Bournemouth & Christchurch Care Direct 01202 123654

Dorset Safeguarding and Standards Team

Local Authority Designated Officer (LADO) 01305 221122

The team comprises Children's Social Care managers and advisors including:

- The Education Safeguarding Standards Advisor who offers advice and support to Headteachers and Designated Safeguarding Leads in relation to safeguarding and child protection issues
- The Local Authority Designated Officer (also known as the LADO) to whom allegations against adults who work with children in education establishments must be reported

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Dorset Police

- Anti-Terrorist Hotline 0800 789 321
- Online Terrorist & Extremist Material reporting via https://www.gov.uk/report-suspicious-activity-to-mi5
- Prevent referrals: PreventReferrals@Dorset.pnn.police.uk
- Safer Schools & Neighbourhoods Team https://www.dorset.police.uk/help-advice-crime-prevention/safety-in-your-community/ssct/

NSPCC Whistleblowing Helpline

Help is available from 8:00am – 20:00pm, Monday to Friday 0800 028 0285
or via email: help@nspcc.org.uk

Appendix 2

Possible Indicators of Abuse

The following information is not designed to turn College staff into experts but it will help them to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to the inter-agency safeguarding procedures on the Dorset Safeguarding Children Board website for more detailed information.

i) Physical Abuse

Most young people and adults with additional needs will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some young people and adults with additional needs, however, will have bruising which is less likely to have been caused accidentally.

An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations.

A delay in seeking medical treatment for a young person or adult with additional needs when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on young people and adults with additional needs with different skin tones or from different ethnic groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical abuse can include:

- bruising in young people and adults with additional needs who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks, fingertips or a belt buckle

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any young person or adult with additional needs who has unexplained signs of pain or illness must be seen promptly by a doctor.

Other physical signs of abuse can include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which 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, for example wearing long sleeves in hot weather
- missing college
- running away from home

ii) Emotional Abuse

Emotional abuse can be difficult to measure, and often young people and adults with additional needs who appear otherwise well cared for may 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. Young people and adults with additional needs *who live in households where there is domestic violence often suffer emotional abuse.* Emotional abuse can also take the form of young people and adults with additional needs not being allowed to mix/play with others.

The physical signs of emotional abuse can include:

- a failure to thrive or grow, particularly if the young person or adult with additional needs puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self harm
- fear of parents being approached

ii) Sexual Abuse

Adults who use young people and adults with additional needs to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Young people and adults with additional needs can also be sexually abused by other young people.

Usually, in cases of sexual abuse it is the behaviour of the young person or adult with additional needs which may cause concern, although physical signs can also be present. In all cases, young people and adults with additional needs who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to, taken seriously and appropriate action taken promptly.

The physical signs of sexual abuse can include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse can 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
- missing college
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- 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
- alcohol / substance / drug use
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults or other young people

iii) Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on young people and adults with additional needs.

The physical signs of neglect can include:

- constant hunger, sometimes stealing food from others
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect can include:

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

It is important that adults in college recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of the life of a young person or adult with additional needs.

Compensatory care is defined as 'providing a young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'.

This might involve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a young person or adult with additional needs whose personal hygiene or presentation is such that it is affecting the interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing someone who has had an 'accident'.

If any adult in college finds they are regularly attending to one or more aspects of the basic needs of a young person or adult with additional needs then this will prompt a discussion with the Deputy DSL.

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

College staff should be mindful of the above and discuss any concerns with the Deputy DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the DSCB website.

In relation to Vulnerable Adults, full details of types of abuse and procedures for reporting concerns can be found in the Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Christchurch and Poole.

Appendix 3:
For Safeguarding Team

Record Keeping: Best Practice

1. Introduction

1.1 The importance of good, clear welfare, safeguarding and child protection record keeping has been highlighted repeatedly in national and local Serious Case Reviews.

1.2 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

1.3 It is the Designated Safeguarding Lead (DSL)'s responsibility to ensure that safeguarding files, access, storage and transfer meet the required professional standards as detailed in this document.

1.4 The common law of confidentiality, General Data Protection and Human Rights principles must be adhered to when obtaining, processing or sharing personal or sensitive information or records. In summary, the General Data Protection Regulation 2018 requires that records should be securely kept, accurate, relevant, up to date and kept for no longer than is necessary for the purpose for which they were made.

1.5 MyConcern is the main system for reporting safeguarding concerns. Reported concerns can only be read by the Safeguarding Team and the individual who initiates the concern; a team around the concern can be created if appropriate.

2. Record to be made by an adult receiving a disclosure of abuse (when a young person or adult with additional needs talks about abuse)

2.1 This record should be made as soon as possible **after** the individual hearing the disclosure has reported it verbally to the Deputy DSL or a Child Protection Officer. The facts, not opinions (unless of particular relevance), should be accurately recorded in a non-judgemental way. It is important to remember that expressing an opinion as to whether the young person or adult with additional needs is telling the truth is not helpful and can prejudice how a case proceeds.

2.2 The record should ideally be reported using MyConcern and should include:

- The name, gender and date of birth of the young person or adult with additional needs
- Date and time of the conversation
- What was the context and who was present during the disclosure?
- What did the young person or adult with additional needs say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions –verbatim
- Any observations concerning the demeanour of the young person or adult with additional needs and any injuries
- The name of the person to whom the disclosure was reported
- Name and job title of the author, and dated

2.3 Colleges should never ask young people or adults with additional needs, regardless of their involvement in a case (e.g. the subject of an allegation, a witness or the alleged 'perpetrator'), to write out their 'statements' of what has happened. In some cases this could have the unintended consequence of jeopardising an investigation. This applies regardless of whether the incident(s) took place within or outside college.

3. Records kept by the Designated Safeguarding Lead

3.1 As stated at 2.2 above it is useful and recommended practice for College staff to have one standard pro forma for recording all 'welfare' and child protection concerns.

3.2 The report should be picked up by the Deputy DSL who will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures. The decision about any action, whether or not a referral is made to Social Care, will be recorded clearly by the Deputy DSL.

3.3 Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the Deputy DSL with the young person or adult with additional needs, or, at the other end of the scale, could lead to matters being heard in a court.

3.4 All 'lower level' concerns about the welfare of a young person or adult with additional needs are recorded on MyConcern.

3.5 It is never good practice to keep welfare records in a diary or day-book system. Often it is only when a number of seemingly minor issues relating to an individual student over a period of time are seen as a whole that a pattern can be identified indicating a safeguarding concern.

4. Starting a college safeguarding file

4.1 A college safeguarding file does not necessarily mean that the young person is or has been the subject of a child protection conference or plan. Safeguarding file denotes a high level of college concern.

4.2 It is the responsibility of the Deputy DSL to start a college file or an adult safeguarding file when a social worker is or was involved, e.g.:-

a) A formal referral is made by the college to ChAD or Dorset Adults Safeguarding Board on an inter-agency referral form or

b) Social Care inform the college they have commenced an assessment in relation to a young person or adult with additional needs resulting from information from another source or

c) A child protection file is forwarded to the college by a previous college or school attended by the young person or adult with additional needs or

d) A child who is in care/looked after transfers into the college

4.3 It is not good practice to make 'family files'; each young person or adult with additional needs should have his/her own record which includes information specific to him/her and which will be sent to the next college at the time of transfer. The names of siblings and/or other children who live in the household who also attend the college should be clearly noted on individual files.

4.4 If two (or more) young people or adults with additional needs at the college are referred to Social Care for the same concern (for example, an allegation of sexually harmful behaviour), then files will be started on both/all students / apprentices.

4.5 'Document wallet' - type files are not ideal as the papers therein can easily fall out or get 'out of order'.

4.6 College safeguarding files are never 'closed' or de-categorised. Once a college has started a file, it is always a college child protection or adult safeguarding file and the chronology is maintained so that any future concerns can be considered in the context of past events.

4.7 Safeguarding information will be recorded on MyConcern. This provides a single central profile to be created of each student which enables staff to take a holistic approach to support.

4.8 Note - If there is an allocated social worker because a young person or adult with additional needs is disabled or a young carer and there are no child safeguarding concerns then a safeguarding file should not be started.

5. The format of safeguarding files

5.1 If a young person is or was subject of a child protection plan or in care/looked after, this should be highlighted in some way to make it immediately obvious to anyone accessing the record.

5.2 It is a multi-agency standard that safeguarding files must have at the front an up to date chronology of *significant* incidents or events *and* subsequent actions / outcomes. Maintaining the chronology is an important part of the DSL role; it aids the DSL, Deputy DSL and others to see the central issues 'at a glance' and helps to identify patterns of events and behaviours.

5.4 It should make sense as a 'stand-alone' document: anyone else reading the chronology should be able to follow easily what the concerns are/have been, whether the concerns have escalated and why plus the actions taken by the college to support and protect the young person. This will be particularly useful for DSLs in receiving colleges when young people transfer, for professionals involved in collating information for Serious Case Reviews and for parents/students/ex-students and apprentices if they view the record.

5.5 Once a chronology is started it should be updated as appropriate even if Social Care later ceases involvement (see 4.6 above).

5.6 The file should include, as appropriate, safeguarding copies of correspondence, college reports and minutes of child protection conferences, documents relating to children in care/'looked after' etc. The DSL will decide which relevant information which pre-dates the starting of the safeguarding file, such as CAF or other pastoral care documentation, will also be included.

6. Storage

6.1 All records relating to any safeguarding concerns are sensitive and confidential. Any documents will be kept in a secure (i.e. locked at all times) filing cabinet, separate from other college files, and accessible through the DSL, the Deputy DSL and other senior staff.

6.2 Where appropriate, Course Managers should be alerted, using the General Comments facility, that information is available that may have an impact on the young person's studies.

7. Sharing of and access to safeguarding records

7.1 It is highly unlikely that all members of staff need to know the details of a student's situation, or that there should be widespread access to the records. Access to, and sharing of, information should be on a need-to-know basis, decided case by case. The Deputy DSL is the best person to decide this. Consideration must also be given to *what* needs to be shared. Generally speaking, the closer the day-to-day contact with the young person or adult with additional needs, the more likely the need to have some information.

7.2 The young person or adult with additional needs who is the subject of a safeguarding record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment (which relates to significant harm) under the Children Act 1989.

7.3 Young people and adults with additional needs are entitled to refuse access to the record by his/her parents.

7.4 References by name to young people and adults with additional needs other than the individual who is the subject of the file should be removed when disclosing records, unless consent is obtained from the individual/s concerned. Care must be taken to ensure all identifying information is removed from the copy of the record to be shared.

7.5 Always seek advice if there are any concerns or doubt about a young person or adult with additional needs or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the young person or adult with additional needs or any other person at risk of harm. Any requests to see the record should be made in writing to give time for confidential information, such as any details of others, to be removed.

7.6 In respect of requests from young people or adults for information the college complies with the General Data Protection Regulation 2018.

7.7 If the record to be disclosed contains information about an adult professional, that information can be disclosed if it relates to the performance by that person of their job or other official duties e.g. a reference to a teacher in their teaching role or a college nurse in their nursing role. However, if the reference refers to that individual's private life, it should be removed (unless this relates to a safeguarding matter which is relevant to the record to be disclosed).

7.8 Safeguarding information should not normally be shared with professionals other than those from Social Care, the Police, Health or the Local Authority. OFSTED and other college inspectors can view individual safeguarding files. Information should not be released to parents' solicitors on request; advice should be sought from the college's legal advisor in such cases.

7.9 Governors, including the Nominated Governor, should not access the records.

7.10 Further advice about disclosure of information held in safeguarding records can be sought from the Dorset Council Data Protection Officer (01305 225191 or via email data.protection@dorsetcouncil.gov.uk).

8. Transfer of safeguarding records

8.1 When a young person or adult with additional needs transfers to another college the Deputy DSL should inform the receiving college as soon as possible in person or by telephone that safeguarding records exist. The original records must be passed on either by hand, sent by recorded delivery or by using the MyConcern information sharing facility, separate from the main college file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

8.2 If the records are to be posted, they should be copied and these copies retained until there has been confirmation in writing that the originals have arrived at the new college. They can then be shredded.

8.3 Where files are passed on by hand or posted, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving college.) This receipt should be retained by the originating college for 6 years (in line with guidance from the Information and Records Management Society irms.org.uk).

8.4 If a young person or adult with additional needs arrives in the college in an unplanned way and / or there are concerns about them from the outset, it is worth contacting the previous school or college for a discussion with the DSL. There might be a file which has not been passed on.

9. Retention of records

9.1 The college should retain the record for as long as the young person or adult with additional needs remains in college and then transferred as described above.

9.2 Guidance from the Information and Records Management Society is that when a young person with a child protection record reaches statutory education leaving age (or where the student completed 6th form studies), the last school or college attended should keep the child protection file until the student's 25th birthday. It should then be shredded (and a record kept of this having been done, date, and why).

10. Electronic safeguarding records

10.1 Electronic records must be password protected with access strictly controlled in the same way as paper records.

10.2 They should be in the same format as paper records (i.e. with well-maintained chronologies etc.) so that they are up to date if/when printed, if necessary.

10.3 Electronic files must not be transferred electronically to other schools or colleges unless there is a secure system in place (such as cjsm, GCSX IronPort or MyConcern) but should be printed in their entirety, linked with paper documentation such as conference minutes and transferred as described in section 8 above. When the receipt has been returned to confirm that the file has been received at the new school or college, the computer record should be deleted.

11. Sharing information with Further Education (FE)s

11.1 A protocol is in place with DSLs at FEIs: at the start of each academic year they will send to secondary school DSLs a list of newly enrolled students / apprentices who have previously attended the school, requesting any relevant information. Secondary school DSLs will use their professional judgement but should always disclose if a young person is in care/looked after, is or has been subject of a child protection plan or is assessed as posing a risk to themselves or other students / apprentices.

11.2 Note this applies only to Dorset schools and FEIs with whom the protocol has been agreed.

Appendix 4

18. KMC Procedures for Locating Young People or Adults with Additional Needs who go Missing

18.1 The procedure for a **vulnerable** young person or adult with additional needs who goes missing between 8:30am and 16:00pm is as follows:

- As soon as you are aware that he/she has gone missing, quickly check the local area
- Try to phone him / her if you have a mobile phone number
- If you cannot find him / her, call Reception immediately and ask them to radio to the person on call to search the campus. If you can email a photo to them, that helps
- Also, contact key points on campus – e.g. LRC, Student Welfare, Visitor Centre or anywhere else that you think the young person or adult with additional needs may go
- If he / she has not been found within an hour, contact the Police. Please also alert Student Welfare, Reception and the Principal's office
- You will also need to contact parents or carers at this stage
- Use the missing persons checklist to record actions and notifications

18.2 **After 16:15pm, the procedure is as follows:**

- As soon as you are aware that the young person or adult with additional needs has gone missing, quickly check the local area. Also, check the bus-stop if it is close to 16.15 pm
- Try to phone the young person or adult with additional needs if you have a mobile phone number
- If you cannot find him / her, contact the Student Admissions Department who can contact the bus company
- Also, contact the LRC and the Security Team who will check their areas
- Contact the parents / carers to find out whether he / she has returned home
- If the young person or adult with additional needs has not been found within half an hour, contact the Police and inform a member of SMT as soon as you are practicably able to as to the actions you have taken

18.3 **Missing Students / Apprentices Procedure: Study trips and off-campus visits Precautions**

This section applies to **ALL** students / apprentices and not just young people or adults with additional needs

- The staff member leading the trip must make sure that they have an accurate list of students / apprentices on the trip and their mobile phone numbers where possible
- The trip leader must make sure that staff are aware of students / apprentices whereabouts at all times during the trip
- The trip leader is responsible for ensuring that sufficient members of staff accompany the trip to enable this to happen. The number of staff required will depend on the level and vulnerability of the group and the specific needs of the individuals

- The trip leader must ensure that all students are aware of the procedures they need to follow if they get lost or become separated from the group.
- Staff must not give out their personal mobile numbers to students / apprentices

If a student / apprentice goes missing

- Ask the rest of the group if they have seen this student
- Try to contact the student / apprentice by phone
- Ask one of the student's / apprentice's friends to contact him/her by phone or email
- If the student / apprentice cannot be contacted, phone the college and report it to the member of SMT on duty
- The member of SMT will contact the next of kin with a view to contacting the missing student / apprentice
- If this fails, the member of SMT will advise the trip leader to call the Emergency Services
- The trip leader needs to be able to give directions or co-ordinates to the Emergency Services and so needs to be aware of these at all times.

Appendix 5

Missing Person Checklist

Name			**Male Female Other**	
Known As				
Age			**DOB**	
Medical Issues				
Hair Colour Length - Style		**Distinguishing Features**		
Ethnicity		**Height**		
		Build		
Clothing				
Additional Information that leads us to believe this student/apprentice is vulnerable				
Student / Apprentice Mobile Number				
Next of Kin Details (Parent/Carer)		**Home Phone Number**		
		NOK Mobile Number		
Home Address				
Last Seen	**Location**		**Time**	
Accompanied?	**Y / N**	**Who with?**		
Informant Details - **Name** - **Number**				
Details of any pre-Arranged rendezvous points?				
Other people involved In the search? Friends – Staff - Family				

Description of Events			

Actions taken – Notified/Contacted?		***Remember to Stand Down if student is located***	
Student / Apprentice		**Next of Kin**	
Curriculum Area		**English & maths team**	
Student Welfare		**Student Admin Office (College Transport)**	
LRC		**Estate Shop**	
Emergency Response Team		**SMT / Principal's Office**	
Reception		**Careers Hub**	
Police		**Police Reference**	

Outcome		
Event logged on MyConcern	**Y**	**Please return a copy of completed Missing Person Checklist to the Safeguarding Team**

Appendix 6

Kingston Maurward College - Safeguarding Summary for All Staff

As an adult working directly with young people and adults with additional needs in this college you have a duty of care towards all students / apprentices. This means you must act at all times in a way that is consistent with their safety and welfare.

You must follow the principles of safer working practice, which include use of technology – on no account should you contact or take images of students / apprentices on personal equipment, including your mobile phone.

If the behaviour of another adult in the college gives rise to concern you must report it to the Principal.

If you have a concern about a student / apprentice, particularly if you think they may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Safeguarding Team who are:

- **George Rogers** Student Welfare Coordinator (Child Protection Officer)
  Telephone 0**1305 215255** or mobile **07500 661 340**

- **Vicky McDonnell** Student Welfare Coordinator (Child Protection Officer)
  Telephone 0**1305 215269** or mobile **07500 661 340**

- **Nicky Porter** Assistant Principal and Deputy Designated Safeguarding Lead (Deputy DSL)
  Telephone **01305 215118**

The following is not an exhaustive list but you might become concerned as a result of:

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a student / apprentice which leads you to think their needs are being neglected
- a student / apprentice telling you that they have been subjected to some form of abuse

You should also report concerns if you think that a young person may be at risk of being radicalised into terrorist activities; if you suspect peer abuse, for example, from a partner or another student / apprentice; if you believe that a young person may be being exploited sexually or if you think that they may be at risk of so-called honour based violence or female genital mutilation.

In any of these circumstances you must report what you observed or heard, using MyConcern.

If a student / apprentice talks to you about (discloses) abuse you should:

- listen carefully without interruption, particularly if they are freely recalling significant events

- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the student / apprentice in any way so should only ask 'open' questions

- make it clear you are obliged to pass the information on, but only to those who need to know

- tell the Deputy DSL or a Child Protection Officer without delay and also report it via MyConcern, writing an account of the disclosure as soon as you are able to and definitely on the same day

Do not ask the student / apprentice to repeat the disclosure to anyone else in college, ask them or any other student / apprentice to write a 'statement', or inform parents / carers. You are not expected to make a judgement about whether they are telling the truth.

Remember – share any concerns, don't keep them to yourself.

I confirm that I have read and understood the above summary and my responsibilities

Signed: _____

Print: _____

Name: _____

Dated: _____

Safeguarding – Considerations for Work-based Learning and Work Experience

Introduction

The College is responsible for ensuring the safety and well-being of all its students / apprentices and all staff must comply with the College policies and procedures relating to safeguarding.

Risk Assessment

For all students / apprentices on Work Based Learning or work experience, an initial assessment of safeguarding issues needs to be carried out as part of the Health and Safety check.

Where this assessment highlights concerns, for example within owner operator situations or if a student / apprentice is vulnerable, a risk assessment must be carried out before the student can start.

Employer Awareness

Employers should be given a copy of KMS 252 Safeguarding Guidance for Employers as part of the initial workplace assessment.

DBS Checks

The College is not able to request an enhanced DBS check with barred list information for staff supervising young people aged 16 to 17 on work experience.

If the activity undertaken by the young person on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the young person is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the young person in question.

DBS checks cannot be requested for young people under the age of 16.

Learner Welfare

Safeguarding will be incorporated into the induction process for all students and apprentices.

They must be given information by their Course Managers or Work Based Learning Co-ordinators about procedures for reporting concerns about Health, Safety, Welfare and Safeguarding.

This would normally be directly to the Course Manager, Work Based Learning Co-ordinator or to the Student Welfare (121) team.

Work Based Learning Co-ordinators should carry out regular welfare reviews. These maybe carried out at the same time as a regular review, but may not be shared with the employer without the student's permission.

Course Managers and Work Based Learning Co-ordinators must raise possible safeguarding issues with the designated Safeguarding Team as described in the procedures above.

Training and Staff Awareness

All Apprenticeship staff are required to attend College safeguarding training. Refresher training is required every three years and updates at least annually.

Appendix 8:
for DSL

Responding to Allegations against Members of Staff

The following procedure applies to allegations against a member of staff in relation to children. For vulnerable adults, the Principal will follow the **Multi Agency Procedures for the Protection of Adults with Care and Support Needs in Dorset, Bournemouth, Christchurch and Poole (**http://www.bcpsafeguardingadultsboard.com/**).**

Allegations against members of staff in relation to children

Adapted from: Keeping Children Safe in Education: Statutory Information for All School and College Staff 2021. Part four: Allegations of abuse made against teachers and other staff - Duties as an employer and an employee

The contact number for the Local Authority Designated Officer (LADO) at Dorset Council is: 01305 221122

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children / young people in their present position, or in any capacity.

It should be used in respect of all cases in which it is alleged that a member of staff (including volunteers) in the college has:

- behaved in a way that has harmed a child / young person, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This part of the policy relates to members of staff who are currently working at the college regardless of whether college is where the alleged abuse took place. Allegations against a member of staff who is no longer working at the college should be referred to the police. Historical allegations of abuse should also be referred to the Police.

The College has a duty of care towards its employees. It will ensure that it provides effective support for anyone facing an allegation and provides the employee with a named contact if they are suspended.

It is essential that any allegation of abuse made against a member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Referral to ESFA

There is also a requirement that the ESFA is notified by the Principal at enquiries.EFA@education.gov.uk if the College itself or one of our sub-contractors is subject to investigation in relation to a safeguarding issue. This includes information about Prevent referrals but only when the college itself or one of our sub-contractors is the subject of an investigation by the local authority or the police in relation to a

Prevent issue
The ESFA will need to know the name of the college, the nature of the incident and confirmation that it is, or is scheduled to be, investigated by the local authority and/or the police. The ESFA does not require any information that could be used to identify individuals or any information that will impact on the College's data protection duties. This requirement for notification applies only where ESFA funded students / apprentices are concerned.

Initial considerations

The procedures for dealing with allegations need to be applied with common sense and judgement following a strategy discussion and evaluation with the Safeguarding Team, the HR Manager and / or Line Manager as appropriate to ensure that information is gathered and shared appropriately and in a timely manner; this may result in this team meeting regularly throughout allegations and any subsequent investigations.

Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services.

In these cases, local arrangements will be followed to resolve cases without delay.

Serious Allegations involving children / young people

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) at Dorset Council will be informed of all allegations that come to the College's attention and appear to meet the criteria so s/he can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

In the first instance, the Principal, (or Chair of The Corporation if the allegation is against the Principal) will immediately discuss the allegation with the Dorset

Council Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Principal is to consider the nature, content and context of the allegation and agree a course of action. It may also be appropriate to involve the Safeguarding Team, the HR Manager and/ or Line Manager at this stage.

The LADO may ask the Principal to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the Principal will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Principal should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the Principal and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.

The Principal should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

The Principal should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the Principal provides him with as much information as possible at that time.

However, where a strategy discussion is needed, or police or children's social care need to be involved, the Principal should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

The College will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step (see further information on suspension which follows).

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with *Working Together to Safeguard Children*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the Principal. In those circumstances, the options open to the college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual will be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the Principal how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the college's staff.

However, in other circumstances, the nature or complexity of the allegation will require an independent investigator. The Principal will discuss this with the LADO.

Supporting those involved

The College has a duty of care to its employees. It will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling.

The Principal will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

With the child's agreement, parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

However, where a strategy discussion is required, or police or children's social care services need to be involved, the Principal will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.

Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

Confidentiality

It is extremely important that when an allegation is made, the College makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

In accordance with the Authorised Professional Practice guidance published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The Principal should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Managing the situation and exit arrangements

Resignations and 'settlement agreements'

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS *must* be made, if the criteria are met**. The College should also consider whether a referral to the Secretary of State is also appropriate. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement.

A settlement/compromise agreement which prevents the college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the college would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to co-operate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is

kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The College has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Sexual Abuse (IICSA) for the term of the inquiry. All other records should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases.

It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the college to deal with it, although if there are concerns about child protection, the Principal will discuss them with the Local Authority Designated Officer (LADO).

In such cases, if the nature of the allegation does not require formal disciplinary action, the college will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.

Oversight and monitoring

The Dorset Council LADO has overall responsibility for oversight of the procedures

for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject.

The LADO will provide advice and guidance to the Principal, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.

Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

- liaising with the Local Authority Designated Officer (LADO);
- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the Principal to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step.

If the Principal is concerned about the welfare of other children in the community or the staff member's family, those concerns should be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the college is/are at risk of harm or the case is so serious that it might be grounds for dismissal.

However, a person should not be suspended automatically: the Principal must consider carefully whether the circumstances warrant suspension from contact with children at the college or until the allegation is resolved, and may wish to seek advice from the LADO.

The Principal should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many

cases an investigation can be resolved quickly and without the need for suspension.

If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the Principal should be as inventive as possible to avoid suspension.

Based on assessment of risk, the following alternatives should be considered by the Principal before suspending a member of staff:

- redeployment within the college so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted with the student's agreement;
- or temporarily redeploying the member of staff to another role in a different location

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation.

The Principal should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the Principal and the LADO. This will also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. The College will not leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the college and provided with their contact details.

Children's social care services or the police cannot require the Principal to suspend a member of staff or a volunteer, although he should give appropriate weight to their advice.

However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation

by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the college consideration of suspension.

Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Information sharing

In a strategy discussion or the initial evaluation of the case, the college will share all relevant information it has about the person who is the subject of the allegation, and about the alleged victim with the other agencies involved.

Where the police are involved, wherever possible the college should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services will adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the college without delay.

Specific actions

Following a criminal investigation or a prosecution

The police should inform the College and Local Authority Designated Officer (LADO) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged.

In those circumstances the LADO should discuss with the Principal whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision.

The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

On conclusion of a case

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the Principal whether the school or college will decide to make a referral to the DBS for consideration of

inclusion on the barred lists is required and whether a further referral is required for consideration of prohibiting the individual from teaching,

There is a legal requirement for the College to make a referral to the DBS where the Principal thinks that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Procedures for making a referral to the DBS can be found at:

https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Principal should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience.

Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate.

The Principal should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a student at the college.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the Local Authority Designated Officer (LADO) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a student.

Learning lessons

At the conclusion of a case in which an allegation *is* substantiated, the LADO should review the circumstances of the case with the Principal to determine whether there are any improvements to be made to the College's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and Principal should consider how future investigations of a similar nature could be carried out without suspending the individual.

COVID-19 Appendix

This appendix is to be read in conjunction with KMS 250 Safeguarding Policy, which remains inforce and details the guiding principles and practices in relation to the welfare of young people and vulnerable adults enrolled at the College.

Information

Information and advice relating to safeguarding young people and vulnerable adults, mental health, internet safety and safe remote learning can be found using the web links below.

Staff should ensure that they frequently check for the latest information, which is regularly refreshed in line with the response to progression of the pandemic.

https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE

https://swgfl.org.uk/resources/safe-remote-learning/

The safety and wellbeing of students remains the College's priority during the pandemic and any resulting national or local lockdown requirements.

Where staff have a concern about the safety of a student, they should continue to make contact with a member of the safeguarding team.

In the first instance this should be either George Rogers or Vicky McDonnell, Student Welfare Co-ordinators & Child Protection Officers or Nicky Porter, Assistant Principal Student Experience & Progression.

Safeguarding Team:

Luke Rake	Designated Safeguarding Lead
Nicky Porter	Deputy Designated Safeguarding Lead
Vicky McDonnell	Child Protection Officer
George Rogers	Child Protection Officer
Kim Mason	Prevent Lead (Staff, Students & Apprentices)

MyConcern is available and as it is web based, can be accessed when working from home - www.myconcern.education

The KMC IT team are available should staff experience any technical difficulties in accessing the system.

Passwords for the system can be reset online, together with support available from the MyConcern helpline on **0330 660 0767** or via email support@oneteamlogic.co.uk

Where **immediate** concerns about a student's safety exist, the first action staff must take is to call the safeguarding mobile number **07500 661 340** (this number is listed on the back of the staff ID badge).

The safeguarding phone will be answered by the Child Protection Officer for the duration of any college closures following national or local lockdown, between the hours of 9am to 5pm Monday to Friday.

Where staff have an **immediate** concern outside of these periods, or if they are unable to reach a member of the safeguarding team initially, staff will need to use their professional judgement to decide if it is appropriate to call 999 or the relevant safeguarding team for the age and location of the student staff have the immediate concern about.

When reporting concerns to external agencies, MyConcern records should continue to be completed (in detail and in all cases) as soon as the staff member is able to do so.

Students / apprentices under the age of 18:

- Dorset CHAD - 01305 228558
- Bournemouth Christchurch and Poole (BCP) MASH - 01202 123334

Vulnerable students / apprentices over the age of 18:

- Dorset - 01305 221016
- Bournemouth and Christchurch - 01202 454979
- Poole - 01202 633902

Student Welfare & Access to External Support

The Student Welfare Team continue to be available for students / apprentices requiring support during college closure via the email address 121@kmc.ac.uk; Microsoft Teams will also be used to communicate with students / apprentices during this time.

All staff should ensure that this information is shared widely and repeatedly with students / apprentices.

Support is available for all students during this period – full time, part time, Apprentices, HE and adult learners.

The Student Welfare team are also available to support teaching teams and Work Based Learning Co-ordinators in contacting students / apprentices as a dual approach in this period, together with signposting students / apprentices to external support agencies where appropriate (i.e. sexual health, drug and alcohol services, online counselling, mental health and wellbeing agencies etc.)

Management of the Safeguarding Agenda

- **SMT / PLG**

- The Senior Management Team and Principal's Leadership Group will meet regularly during the closure of the College, usually weekly or ad-hoc as issues dictate.
- The Assistant Principal will ensure that safeguarding is a standing agenda item as a checkpoint.
- Where issues require full disclosure, a meeting for Safeguarding Team will be convened; this may be in addition to the regular checkpoint meetings already in place.

- **Deputy Principal / Heads of Department**

- The DPL&P will meet with the HoDs regularly.
- The Assistant Principal will ensure that safeguarding is a standing agenda item as a checkpoint.
- The HoDs will ensure that any non-urgent issues relating to the students' academic performance and / or PDBW is raised at this meeting.

- **Heads of Department / Teaching Teams and Pastoral Support**

- The HoDs will meet regularly with their teams.
- The HoDs will ensure that safeguarding is a standing agenda item as a checkpoint.
- Staff attending will ensure that any non-urgent issues relating to the students' and apprentices' / academic performance and / or PDBW is raised at this meeting.

- **Assistant Principal Student Experience & Progression / Student Welfare Team**

- The Assistant Principal will communicate daily with the Child Protection Officer to discuss safeguarding issues and immediate concerns.
- The Child Protection Officer will ensure that existing protocols are followed for the reporting / communication of safeguarding concerns with all external agencies.
- The Assistant Principal will communicate regularly with the Student Welfare Team.
- The Child Protection Officer will communicate daily with the Student Welfare team to ensure information and support is available in a timely manner to the students / apprentices and academic staff; this information will then be shared with staff as appropriate.

- **HR Manager and Team**

- The HR Manager and team will communicate regularly with staff as issues arise, providing advice and guidance to managers and / or signposting staff to internal / external agencies and areas of support.

- The HR Manager will continue to oversee and ensure Safer Recruitment protocols are in place for any recruitment appointments undertaken during the period of closure; this includes ensuring that all new appointments undertake mandatory safeguarding training prior to commencing their role with the College.

- **Business Continuity, incorporating IT and Health & Safety**

- The College's IT resources and network are managed / maintained by an external supplier, Prodigy IT Solutions; staff continue to have dedicated access to KMC IT Technicians who are able to provide remote support, whilst working closely with the external team.

- The College has a defined suite of Business Continuity Plans across the range of academic and commercial functions; these continue to be reviewed and updated in line with current guidelines and PIRs following simulations of disaster recovery events.

- Health & Safety protocols and procedures remain central to all activities across the College; information is updated regularly in line with current guidance and legislation. Prior to enforced lockdown, the College had reviewed it's Pandemic Illness Policy in good time and therefore has been able to use this as a base document for ensuring continuity for academic and commercial activity.

Useful further guidance:

https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/

https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/

Appendix – Everyone's Invited

Further Guidance and sources of support relating to supporting young people reporting abuse in educational settings

- **External Sources of Support for young people / parents & carers**

https://www.ceop.police.uk/Safety-Centre/

https://www.everyonesinvited.uk/help

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/

rapecentre.org.uk/youngpeople.php

https://www.mind.org.uk/information-support/guides-to-support-and-services/abuse/

https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/report-nude-image-online/

- **Guidance for staff working with young people**

Keeping Children Safe in Education (Part 5)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

https://www.safeguardinginschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

https://www.brook.org.uk

https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour

https://schoolofsexed.org/guidance-for-schools